ROTC

LEADERSHIP
EXCELLENCE

STUDY

FINAL REPORT

VOLUME III

Survey

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The purpose of the study was to review all aspects of the Reserve Officers' Training Corps Program. To identify ways to ensure the viability of the program into the 1990's and beyond. The report analyses all aspects of th ROTC program. Areas of emphasis include advertising, recruiting, incentives, organization, staffing, training and education. Special emphasis was placed on ROTC contribution in supporting the Reserve Forces. The Junior ROTC program was also included in the scope of the study.

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RESERVE OFFICERS' TRAINING CORPS

STUDY GROUP REPORT

VOLUME III - ROTC SURVEY

MAY 1986

PREPARED BY

A STUDY GROUP FOR THE

CHIEF OF STAFF, ARMY

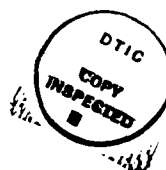HEADQUARTERS, DEPARTMENT OF THE ARMY

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DISCLAIMER

The views, opinions, and/or findings contained in this report are those of the study group author(s) and should not be construed as an official Department of the Army position, policy or decision, unless so designated by other official documentation.

The words "he," "him," and "men," when used in this report represent both masculine and feminine genders unless specified otherwise.

Reserve Officers' Training Corps Study Group Report

Volume III - ROTC Survey

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(ROTC Survey)

Volume III

Description

SECTION 1- ROTC CADRE SURVEY ANALYSIS

SECTION I: PURPOSE

To present the results of the ROTC Study Group's survey of ROTC cadre.

SECTION II: BACKGROUND

a. Introduction. It has been approximately 12 years since ROTC was
reorganized as a result of the Steadfast Study and the Office of the
Deputy Chief of Staff for ROTC (ODCSROTC) was created in TRADOC Headquarters.
It has been almost eight years since the Review of Education and Training for
Officers (RETO) Study set the Military Qualification Skills (MQS) system into
being. During that time ROTC has seen an improvement in the program's enroll-
ment, an increase in the number of ROTC scholarships and an increase in the
number of lieutenants commissioned each year. However, in that same time
frame the mission of ROTC has increased even more. The US Army Reserves and
the National Guard have been given greater responsibilities. The Army has
placed greater emphasis on the concept of the Total Army. More advanced tech-
nology has been introduced into Army systems. Since The Army ROTC Program
produces the majority of future leaders for the Total Army, the ability of
the Army to fight and win on the future battlefield depends on ROTC's ability
to recruit and train sufficient numbers of quality lieutenants.

In 1984 ROTC commissioned approximately 8300 lieutenants. The requirement
was for ROTC to produce 9300 lieutenants. Without an increase in lieutenant
production the shortfall will be as high as 2500 by FY 1990. The Chief of
Staff therefore decided to charter the ROTC Study Group to review the ROTC
system to determine the adjustments necessary to produce the required number
of high quality leaders for the 1990s.

The ROTC Study Group decided to conduct the review of the current ROTC
system using the results of other studies, personal interviews, visits to ROTC
headquarters, instructor groups, and finally a survey of ROTC cadre. The
results of analysis of previous studies and the Study Group's visits to the
four ROTC Regions suggested the cadre survey should solicit the opinions of
the military personnel assigned to instructor groups. These dedicated officers
and noncommissioned officers could provide candid perceptions of how well

current procedures work and what changes are needed to make the ROTC program more effective. A separate questionnaire was developed to solicit the views of the ROTC area commanders.

The ROTC Study Group developed a view of ROTC as a system of interconnected fundamental elements within a support framework (Figure 1). The survey attempted to explore the interrelationships between these fundamental elements and the issues within them. Additional topics included the image of ROTC duty, standards and the Junior ROTC Program (JROTC).

FUNDAMENTAL ELEMENTS OF ROTC
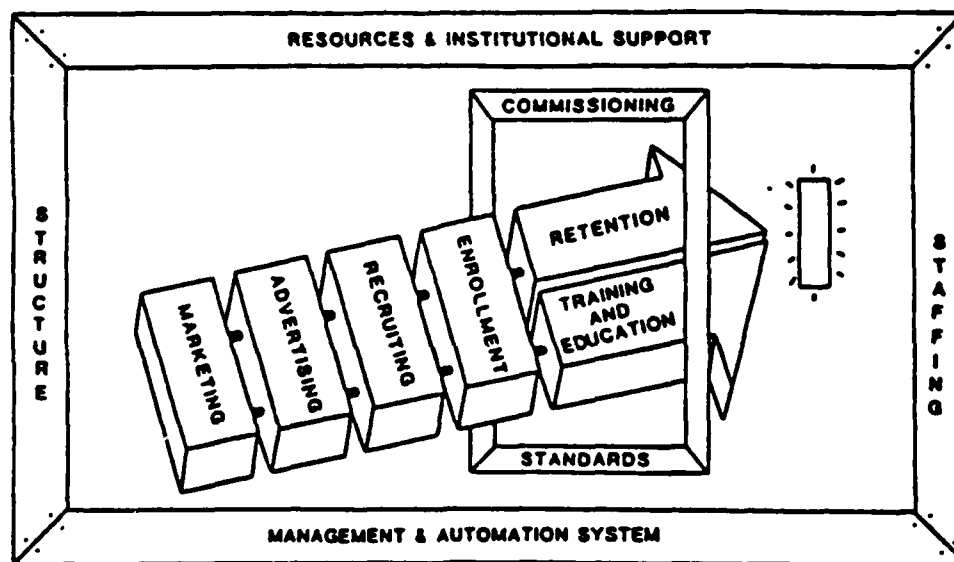
FIGURE 1

This section will present an analysis of the cadre responses to the study survey. It will include comments from the area commanders, where they pertain to the survey questions.

b. <u>The Nature of the Survey.</u> The ROTC Study Group with the help of the Soldier Support Center developed a 97 question survey, field tested it at Georgetown University in April 1985 and mailed out the revised survey in May 1985 to the Professor of Military Science (PMS) of each Army ROTC instructor

group. Sufficient copies were sent for all military personnel assigned to the instructor group. As of April 1985 ROTC had approximately 3240 military personnel assigned to the instructor groups. By 1 July 1985, the study group had received 2630 responses for an 80 percent return rate. Approximately 15 percent of the respondents included written comments.

The return rate of 80 percent ensures that the sampling error for the survey at a 95 percent confidence level is plus or minus two percent. The 95 percent confidence plus or minus two percent is an assurance that in 95 of 100 samples of ROTC cadre taken in the manner done in this survey, the true response rates for each question are within plus or minus two percent of the measured sample results. For example, if on a given question 60 percent of the respondents in this survey answered "A", you may conclude that if all of the cadre had responded to the survey between 58 and 62 percent of them would have selected response "A".

c. Profile of Respondents. The survey population consisted of all military personnel assigned to ROTC instructor groups. Figure 2 below shows the additional characteristics of the survey respondents.

PROFILE OF RESPONDENTS

- **38% ENLISTED**

- **4.1% - FEMALE**
  15.7% - BLACK
  3.9% - HISPANIC

- **14 YEARS MEDIAN FEDERAL SERVICE**

  22 MONTHS MEDIAN TIME ROTC DUTY

- **AGR: 5.3% ARNG, 4.8% - USAR**

- **TYPE INSTRUCTOR GROUP: HOST - 85.2%**
  EXTENTION CENTER - 11.8%
  CROSS-ENROLLED - 3.0%

- **SPECIAL SCHOOLS: MILITARY COLLEGE 110**
  MILITARY JUNIOR COLLEGE 47
  HISTORICALLY BLACK COLLEGE 199

- **SOURCE OF COMMISSION: ROTC 60.6%**
  OCS 19.2%
  USMA 11.4%
  OTHER 8.8%

FIGURE 2

As mentioned above, an 80 percent response rate assures a high level of confidence that there will be a small sampling error. The sampling errors for certain subpopulations of ROTC cadre are shown in Figure 3.

SURVEY SAMPLE ERRORS

Subpopulation	Total Personnel Assigned	Responses Received	Sample Error
Officers	1875	1606	± 1%
Enlisted	1356	1001	± 1%
PMS	314	293	± 2%
AGR Officers	309	266	± 3%
First Region	1253	1020	± 1%
Second Region	713	580	± 2%
Third Region	725	577	± 2%
Fourth Region	540	428	± 3%

FIGURE 3

d. Survey Organization. The survey questions have been grouped according to the fundamental elements shown in Figure 1. The survey results will be discussed beginning with the functional elements along the arrow and end with the elements of the framework of ROTC.

SECTION III: SURVEY RESULTS

a. Advertising. The objective of ROTC advertising is to promote awareness and support for ROTC and to attract high quality students in the appropriate racial, ethnic and discipline mixes. It is targeted at high school students, college students and influencers (parents, peers, teachers, etc.) of those students. ROTC advertising is managed in accordance with the U.S. Army's advertising policy and position. The statement of that position is: "The Army has the most opportunities for men and women to experience personal growth, work with advanced technology, and serve America on a team of high quality people." The ROTC advertising management system has national, regional and local (at the instructor group) subprograms. Over 80 percent of

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the ROTC advertising budget is allocated to the national program which is controlled by the ODCSROTC. The N.W. Ayer Agency advises the ODCSROTC on the best advertising approach.

The current national advertising theme for ROTC, like the Army's advertising position, has a leadership, managerial, high tech thrust. Eighty-four percent of the cadre believe the ROTC high tech theme is somewhat effective but most also believe a stronger combat arms orientation is needed.

Figure 4 shows that the cadre are split on what would be the best way to improve ROTC advertising. One-third said that instructor groups should be provided with a larger budget. Twenty-two percent want increased coverage in national mangazines and on television. Also seventeen percent of the respondents said more money should be allocated for centers of influence (COI) events. As part of its contract with ROTC the N.W. Ayer Agency provides each Region headquarters a Regional Account Manager to assist them in the operation of their regional programs. Half of the PMS's and over half of the marketing officers at the instructor groups said the Regional Account Manager is little or no help to the instructor group in its advertising and marketing efforts.

ADVERTISING IMPROVEMENTS

FIGURE 4

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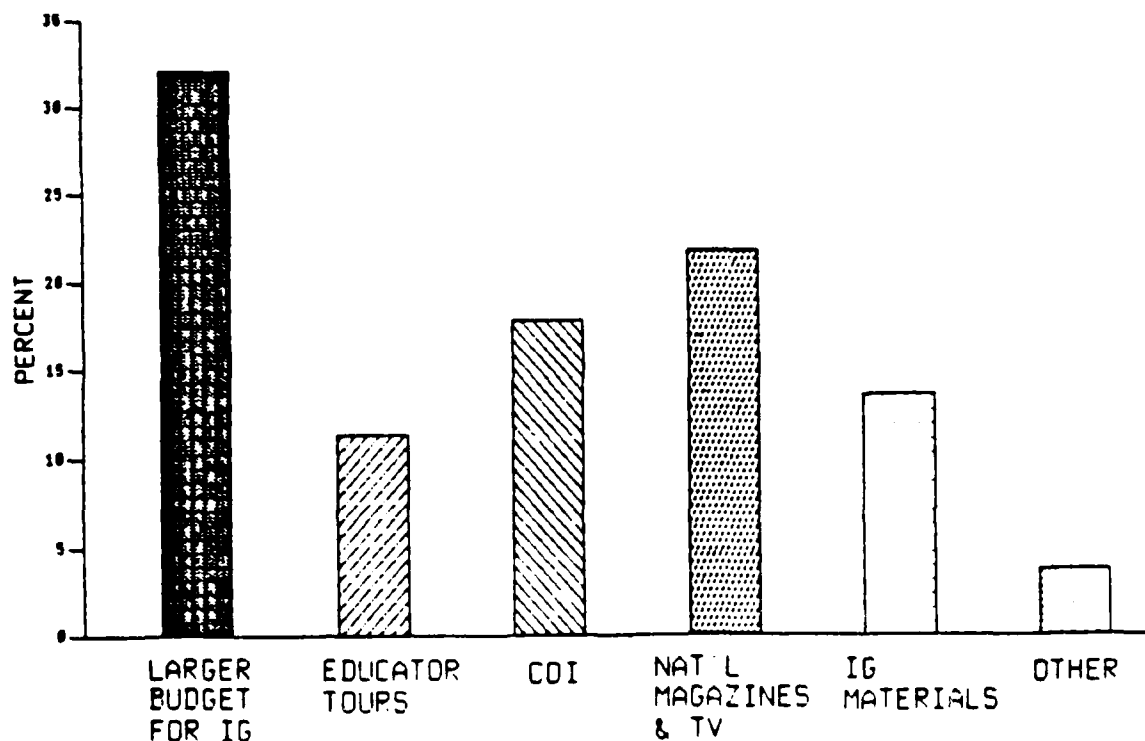
b. <u>Recruiting.</u> Advertising is primarily aimed at improving the recruiting effort. In order to meet the increased production requirements and achieve the desired academic discipline mix, ROTC recruiting efficiency must be improved. The ODCSROTC has instituted many policy and priority changes aimed at increasing the number of students recruited in the desired academic disciplines. Recruiting efforts are basically aimed either at recruiting students for the two-year Basic camp and placement credit programs (short-term) or the four-year program which recruits high school students and college freshmen (long-term). There are positive aspects and disadvantages of both the long-term and short-term recruiting efforts. This survey attempted to provide better insight into those differences. Specific aspects of the recruiting program that were addressed in the survey include: mission management, incentives, selling Reserve Forces Duty, and nurse recruiting and mission management.

The ROTC total enrollment has declined during the last two years. One of the stated reasons for this decline is the increased emphasis on quality early in the recruiting process. Seventy-two percent of the cadre also agree that increasing quality requirements for commissioning will drive down the quantity of officers commissioned. It is questionable that an increase in commissioning and enrollment standards is needed since seventy-nine percent of the cadre agree that there is a quality control program in their detachment which ensures that they only commission quality cadets. Officer Basic Course (OBC) failures, another quality indicator, have been declining since 1982. However, as indicated in over 70 written comments, the cadre don't want the increased quantity requirements to drive down quality either.

One of the priority changes instituted by the ODCSROTC has been increased emphasis on expanding ROTC recruiting efforts into the high school market. Sixty-three percent of the cadre believe that recruiting in this market will significantly assist their instructor group in making its commissioning mission. However, the primary focus of the instructor groups is most often MS III (45 percent) or total enrollment (35 percent) rather than high school recruiting or number of officers commissioned.

Question 28 provides more insight into why the cadre focus on enrollment rather than lieutenant production. The majority of PMS say that in order to meet their out year production mission they must be provided their mission three (35 percent) or four (24 percent) years in advance. It takes two or four years from the time a cadet enters the ROTC Program to produce a lieutenant. The recruiting effort is aimed at high school seniors and college

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freshmen and sophomores who will not be lieutenants for two to four years after entry in ROTC. The recruiting effort must ensure that enough cadets enroll in ROTC to meet the mission, given normal cadet attrition. However, 31 percent of the PMS respondents reported they had not received their production mission beyond FY 86.

During the Study Group's visits to region headquarters and ROTC instructor groups, officers frequently cited the waiver policy as a management sore point. Sixty-nine percent of the cadre said they would delegate the authority to approve waivers to a lower level than it currently resides. In fact, 56 per-percent of the PMS and 46 percent of all cadre would give the PMS more discretionary authority.

The increased emphasis on high school recruiting has placed a greater strain on the cadre at the instructor group. Figure 5 below shows that inadequate resources is viewed most often as the greatest hindrance to mission accomplishment. Personnel at the extension centers indicated in both written comments and in their response rate to this question that they feel the pinch of resources even more than host instructor groups.

MISSION HINDRANCE

FIGURE 5

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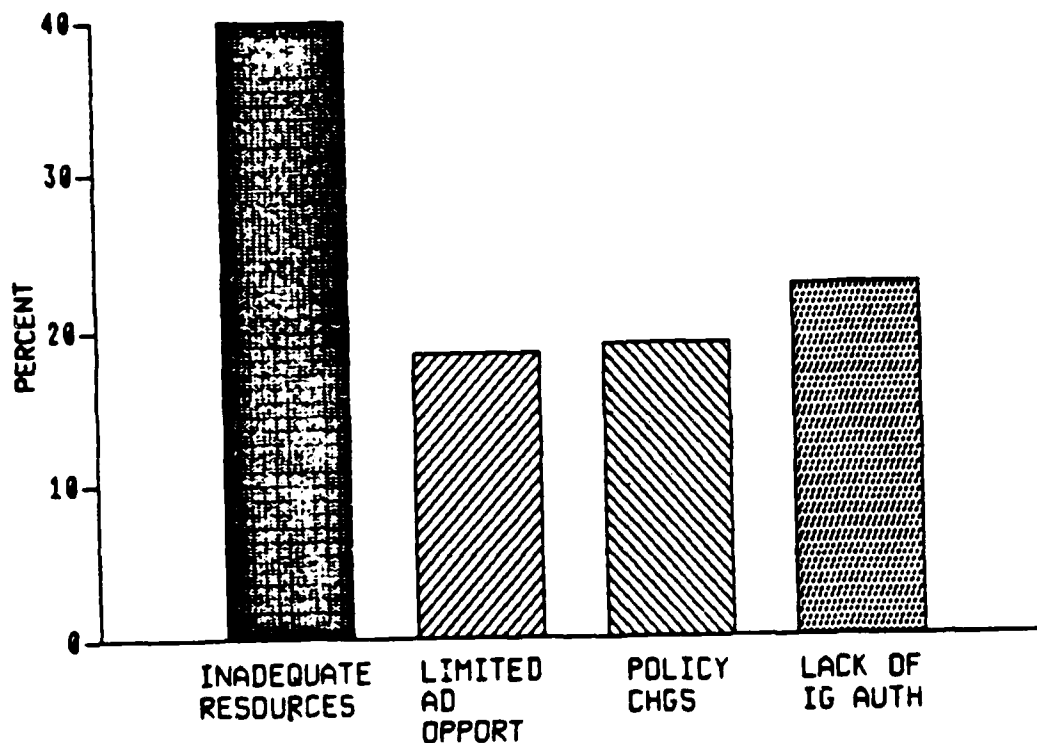
The increase in scholarships to 12,000 initially helped increase ROTC enrollment by about one lieutenant for each new scholarship. Over the past two years, however, increases in scholarships being awarded appear to have possibly gone to students that would have contracted anyway. The cadre view the two-year and three-year scholarships as more helpful in their recruiting efforts than the four-year scholarships. That is understandable since four-year scholarship winners are more gifted academically (average SAT > 1200) and tend to choose the more prestigious schools. The cadre see the results of awarding two-year and three-year scholarships since they are awarded locally. Also, 88 percent of the cadre agree that without targeting of scholarships it would be more difficult to meet the production mission for science, engineering and nursing. However, quite a few feel, as one area commander wrote, "The sooner we get off the "hard skills" emphasis the better off the Army will be."

Twelve thousand scholarships means that only about 4500 are awarded each year. These scholarships are spread over three MS classes. Obviously, scholarships alone will not produce the requisite number of lieutenants to meet the production mission. The non-scholarship efforts must be improved. Seventy percent of the cadre selected increasing subsistence for the advanced course students and providing subsistence to basic course students as the best way to attract more non-scholarship cadets into the ROTC program (Figure 6).
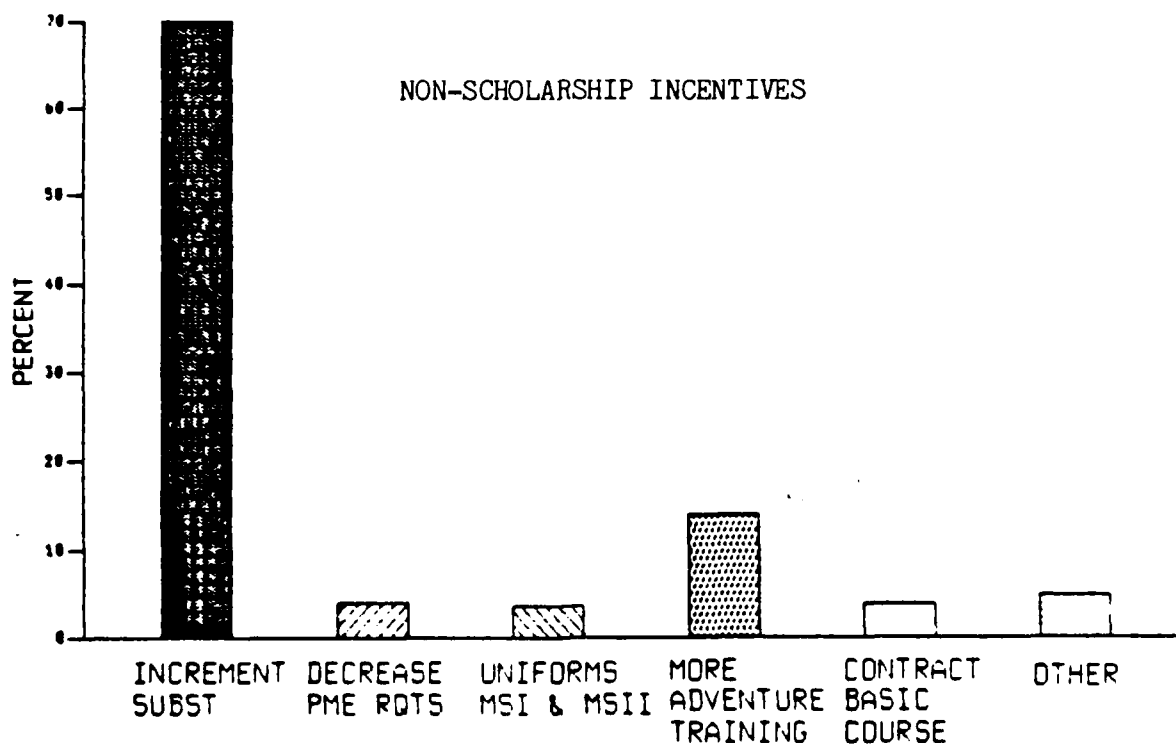
FIGURE 6
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Another aid in recruiting has been the Early Commissioning Program (ECP). ECP was originally conceived to assist the Reserve and National Guard units in the vicinity of ROTC detachments in maintaining their unit strengths. The program now includes all cadets who have successfully completed the advanced course and all commissioning requirements except a degree. Sixty-three percent of the cadre say the ECP is either a very significant or somewhat significant aid in the ROTC recruiting effort.

An increasing number of the lieutenants commissioned from ROTC will serve in the National Guard and Reserve Forces Duty (RFD) rather than on active duty. Therefore, ROTC must go beyond the ECP contribution to interest cadets in the RFD option. One-third of the cadre said that targeting more scholarships for Reserve Forces Duty would be the most effective way to sell RFD to potential cadets. Increasing RFD advertising and involvement with local Reserve Forces followed in importance. Approximately 11 percent of all cadre and 25 percent of the Active Guard and Reserve (AGR) officers identified a need to refocus the instructor group's strategy to put more positive emphasis on RFD. Several cadre and an area commander expressed discomfort with the ROTC mission to provide Reserve officers. Several other area commanders advocated a two-year active duty tour for all ROTC graduates.

Recruiting of nurse cadets provides another special challenge to ROTC. The majority of cadre agree that ROTC is an excellent way of accessing Army Nurse Corps (ANC) officers. The cadre were divided on what would most enhance nurse cadet recruiting. They selected a choice of Active Duty or RFD, more ANC visibility on campus and five-year scholarships for nurses most often. The recent opening of Guaranteed Reserve Forces Duty (GRFD) contracts to nurse cadets is a move in that direction.

From the overall recruiting standpoint, the majority of cadre (54 percent) selected the current combination of two-year and four-year ROTC programs as the best option (Figure 7).
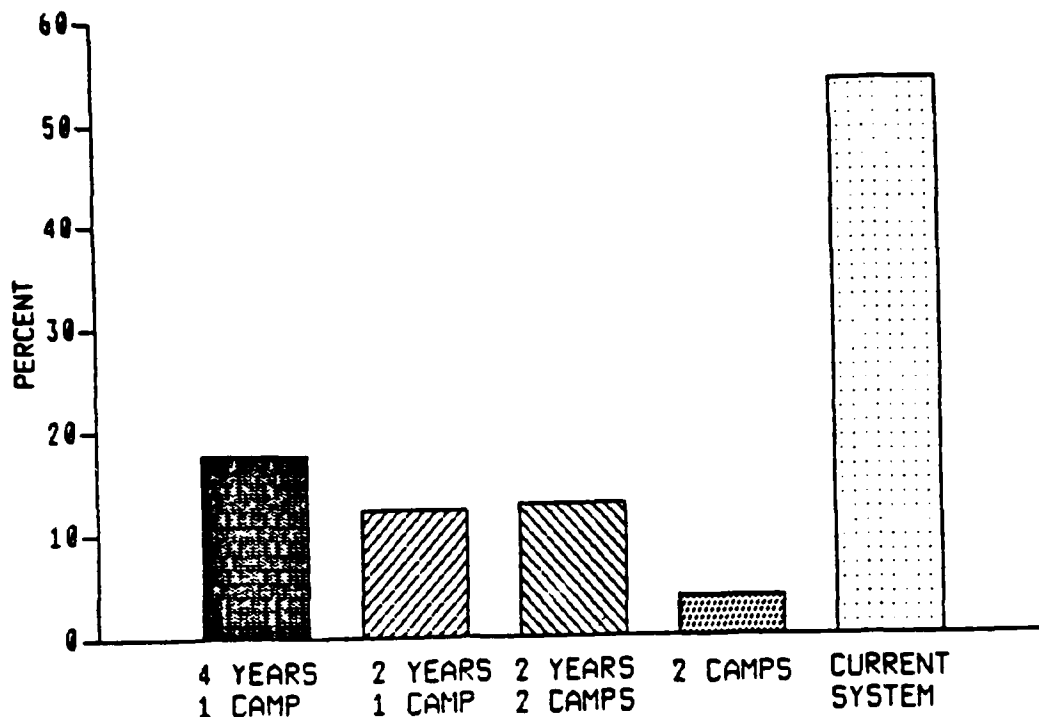
FIGURE 7

c. <u>Retention.</u> Once the cadets have been recruited, ROTC must grab their interest in order to keep them in the program. Socialization and mentorship are two generally recognized aspects of officer development. Within ROTC they are touted as good ways to retain quality cadets. In fact, 60 percent of the cadre agree that socialization should receive a higher priority in the ROTC training program. With respect to mentorship, three-fourths of them agree that they are currently able to fulfill their roles as mentors to the cadets (Figure 8).

Hence, most cadre (56.4 percent) disagree with the philosophy that "the enrollment of fewer Basic Course cadets would permit the cadre to give more . individualized attention to the highest quality cadets and lead to a greater rate of retention into the Advanced Course.

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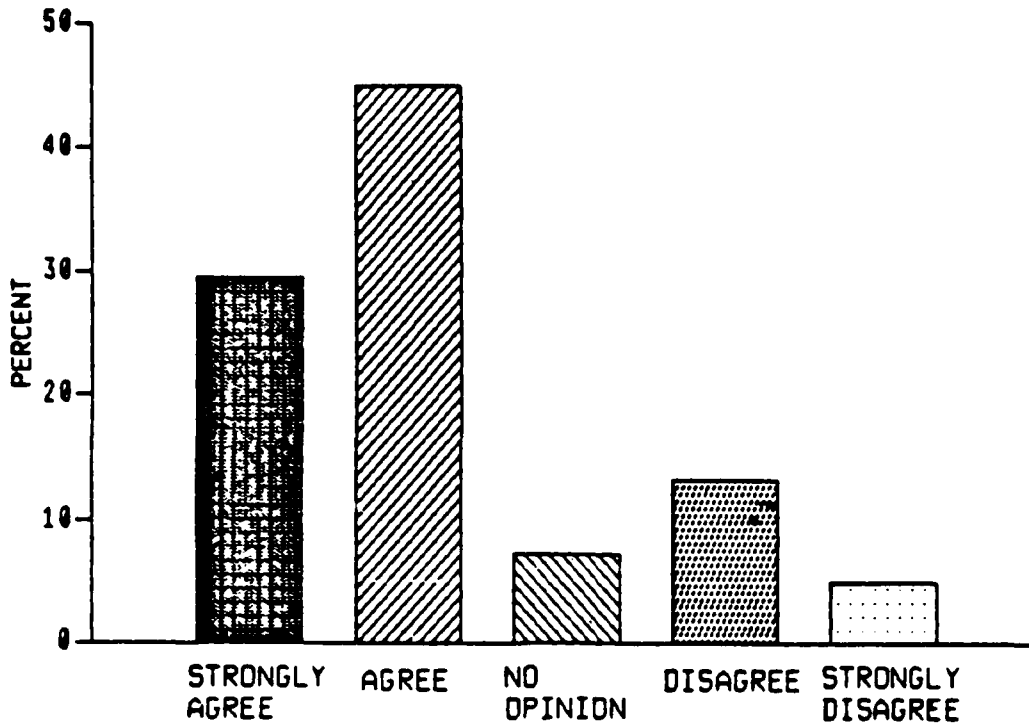
FIGURE 8

d. _Training._ Meaningful, interesting training is another essential element in improving retention of cadets in the ROTC program. The ROTC survey responses included over 65 comments stating that diagnostic testing being conducted in MS I is taking too much time from the available training time. Many cadets lose interest in ROTC and drop out. The comments also said the testing is often a duplication of testing being conducted by the university. Therefore, we can see why 70 percent of PMS's and 65 percent of officer cadre (Figure 9), who are involved in classroom instruction, disagree with having ROTC administer diagnostic tests, regardless of the host university testing program. The enlisted and black cadre generally agree with administering the diagnostic tests, and 88 percent of all cadre agree that ROTC should be involved in counseling on remedial training needs. Similarly, 84 percent of the officers say ROTC should not run remedial training programs, while a little over half of the enlisted and black cadre say ROTC should. Perhaps this suggests a change from the mandatory nature of diagnostic testing to one of selective testing rather than a disagreement with the concept of diagnostic testing.

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DIAGNOSTIC TESTING
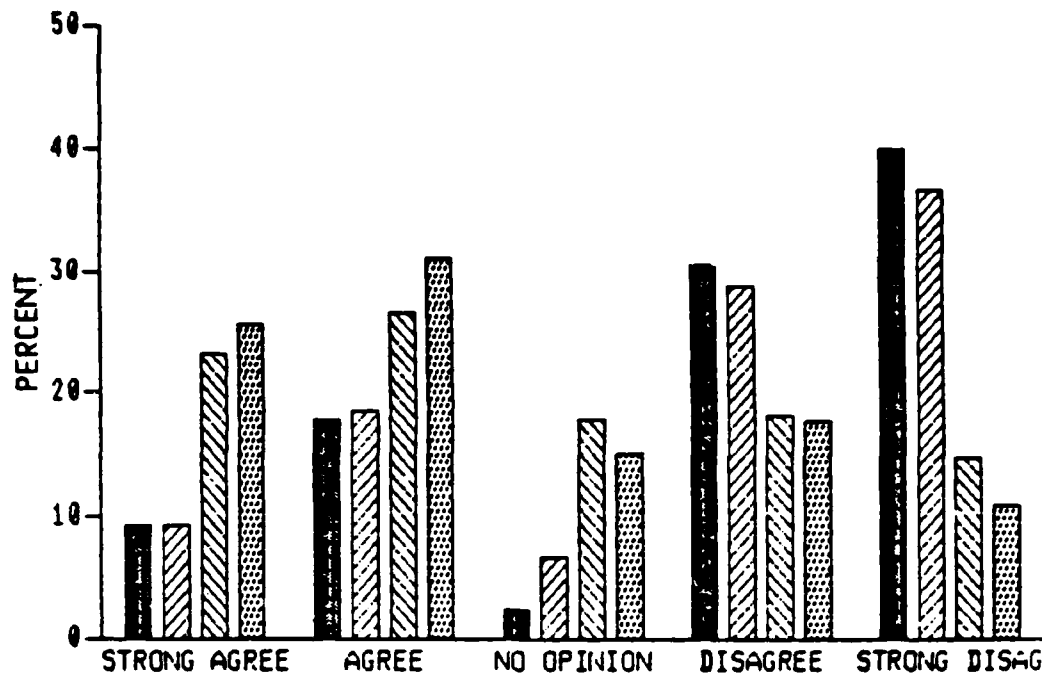
FIGURE 9

The Leadership Assessment Program (LAP) is another controversial program being conducted in ROTC. It is a series of five simulation exercises designed to develop a picture of a prospective MS III cadet in terms of twelve skills such as judgment, initiative, communication skills and decisiveness. The PMS must use the LAP to assess marginal basic camp and advanced camp performers and advanced placement candidates (except for prior service applicants and Military Junior College students). Fourth ROTC Region Headquarters requires the PMS to run all cadets through LAP. The written comments ranged from high praise of LAP to condemnation, saying it was too time consuming and no better than the PMS judgment. The cadre responses to the survey question split between saying LAP is a good program as it is (35 percent), and saying it should be discontinued (38 percent). The remainder of cadre said the scope should be changed and administered to all cadets. Interestingly, fewer Fourth Region cadre (27 percent) wanted to discontinue LAP, even though they have the greater workload in being tasked to apply it to all cadets.

The Military Qualification Skills (MQS) program has become the foundation of the ROTC training program. One comment received said "MQS I is a good idea incompletely developed." A 56 percent majority of cadre agree that MQS I certification is adequate to ensure that all new commissionees are qualified

in MQS I skills. A 57 percent majority also agree that the MQS I skills can be adequately trained in a two year ROTC program. However, only 45 percent of cadre agree that current lateral entry programs assure full coverage of MQS I skill training. That is, they don't feel comfortable with the certification of cadets coming in with placement credit.

On the positive side, 82 percent of the cadre reported they have sufficient training support packages (TSP). Several cadre commented, however, that the TSP items are of poor quality. Also positive, a majority of PMS's and cadre believe their host institution views the professional military education (PME) component of MQS I as a valuable addition to the student's curriculum (Figure 10). Cadre at the Historically Black Colleges (HBC) indicated the PME has even stronger support than did the cadre as a whole.

HOST'S VIEW OF MQS PME
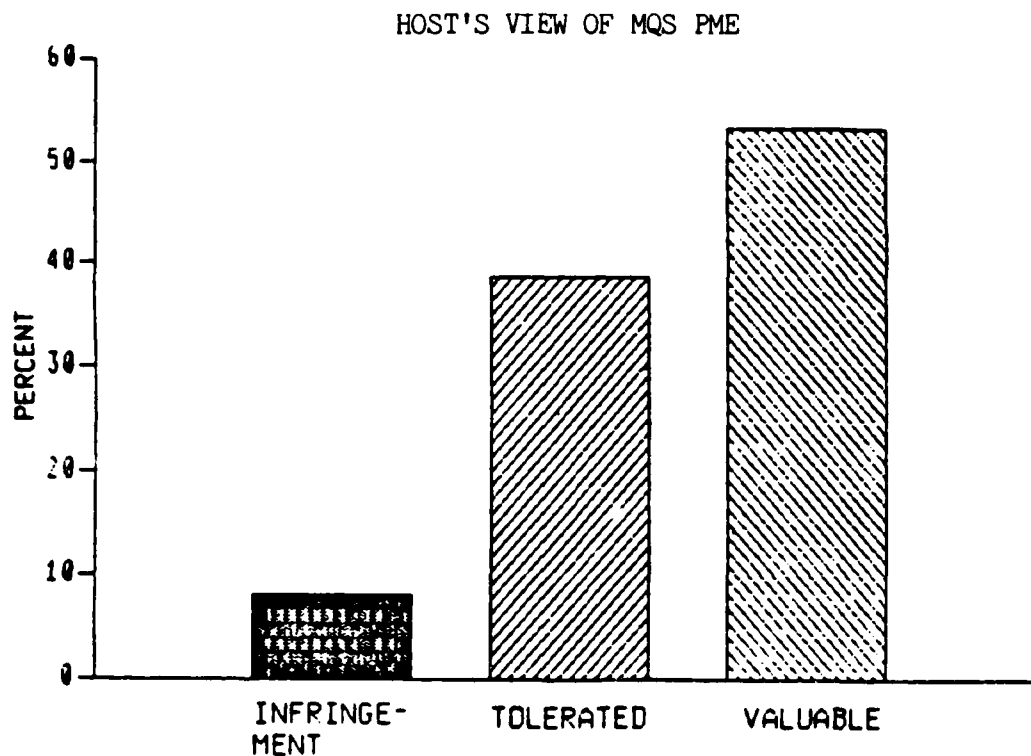
FIGURE 10

Although MQS is the basis for ROTC training, it is not sufficient in itself. Over 80 percent of cadre agree that non-MQS I training is a necessary component in developing a quality lieutenant. Many comments said that special training such as CTLT, Airborne, etc, is very valuable and more allocations are needed. Many cadre members went as far as to say that CTLT is the best

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training ROTC offers. A majority of the cadre does agree with sending all cadets to CTLT if possible.

All cadets must successfully complete the six week summer advanced camp before commissioning. Over three-fourths of cadre members agree that the current emphasis on evaluation in advanced camp fosters an attitude of "must succeed" as opposed to the philosophy of "freedom to fail" (Figure 11). Several cadre even wrote comments expressing concern about the over-emphasis of advanced camp results in the branching and RA selection process. Sixty percent of the cadre said training should be the primary emphasis in advanced camp.

ADVANCED CAMP EMPHASIS FOSTERS "MUST SUCCEED" ATTITUDE
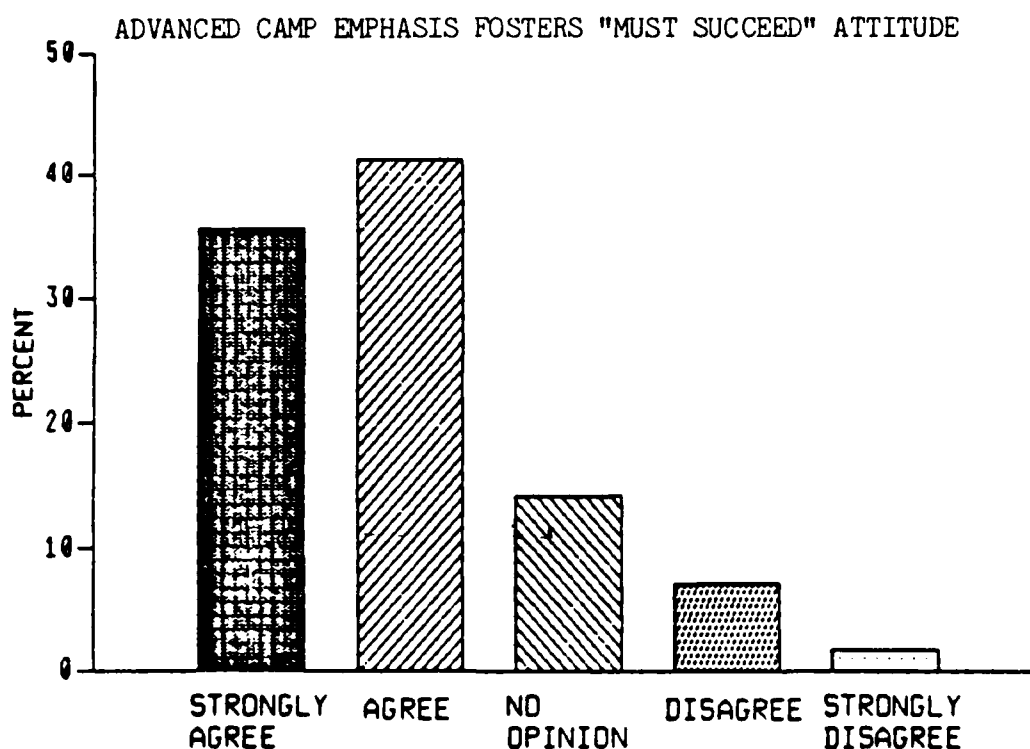
FIGURE 11

The ROTC Basic Camp is the entry point for the ROTC two-year program. Basic Camp provides students entering their junior year in college a way to enter the ROTC Advanced Course, even though they have not gone through the ROTC Basic Course. These potential cadets go through a six week summer training camp to learn the MQS I skills taught in the basic course they missed. If they pass the basic camp and still want to do so they may enroll in ROTC. Figure 12 shows that there is no majority opinion on whether basic

camp graduates perform better in the advanced course or in advanced camp than do basic course graduates. Analysis of the advanced camp results from the 1984 Advanced Camp revealed that a larger percentage of basic course cadets finish in the top of the camp standings than do basic camp graduates.

BASIC CAMP GRADUATES vs BASIC COURSE GRADUATES

Question:Basic Camp graduates perform better than Basic Course graduates.					
	PMS	OFF	ENL	SGM	ALL
In Advanced Course					
Agree	31.4	37.6	52.9	52.7	43.3
No Opinion	19.8	23.1	27.3	20.1	24.7
Disagree	48.8	39.3	19.8	27.2	32.0
In Advanced Camp					
Agree	37.4	40.5	48.9	47.9	43.6
No Opinion	24.2	28.5	31.3	24.6	29.5
Disagree	38.4	31.0	19.8	27.5	26.9

FIGURE 12

Though the four-year program does not stand out in the above comparison, a majority of cadre agree that the four-year program with one summer camp is best from a training standpoint (Figure 13). The two years on campus with two summer camps program was the next choice with over one-third of the votes. The current combination of four-year and two-year programs covers both of these most frequently chosen options.

BEST ROTC PROGRAM FOR TRAINING
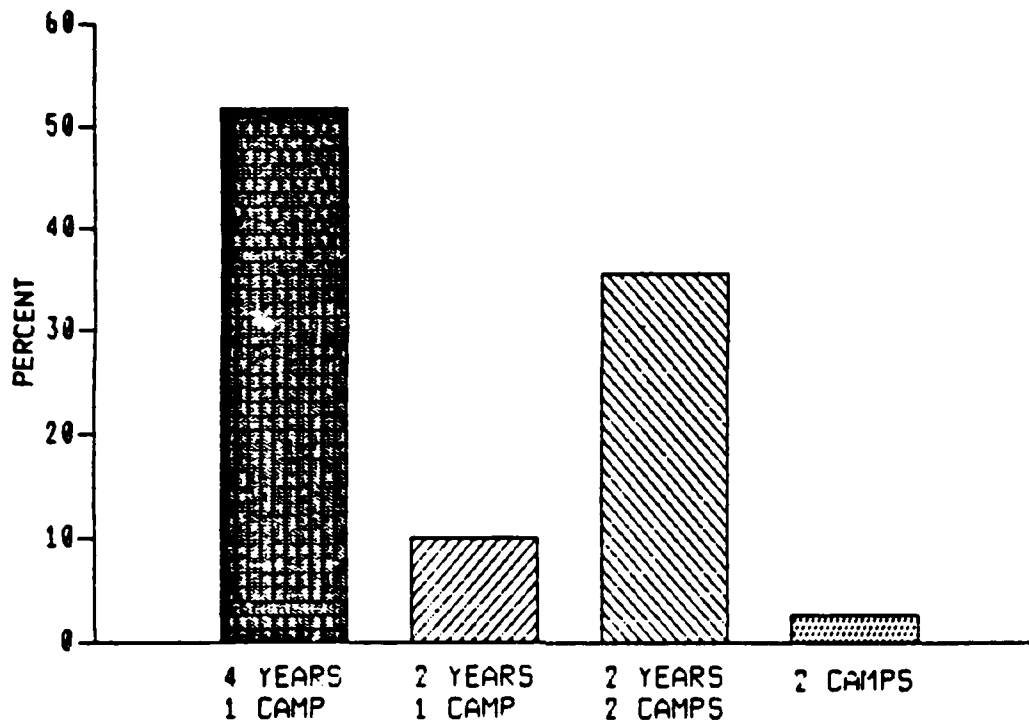
FIGURE 13

In addition to surviving the training program, cadets must meet certain standards before being commissioned. Standards may be applied at entrance into ROTC, at contracting, or at commissioning. The Officer Selection Battery (OSB) has been proposed as a screening tool for contracting into ROTC. However, less than one-third of the cadre agree that the OSB is a good indicator of officer potential. The student's grade point average (GPA) is another standard used in ROTC. The student must have a 2.0 GPA or better to contract, to stay in the ROTC Advanced Course and to be commissioned. Several cadre members wrote that the GPA is not a good indicator of quality. They cited examples such as the fact that a 2.0 at MIT is much more difficult to achieve than at a local state supported school. Some cadre want a higher standard, however. In fact, 31 percent of cadre at Historically Black Colleges (HBC) want a standard between 2.5 and 2.8. The cadre that wrote comments generally want the standard to be that set by the individual school for graduation. Most schools do, however, require a 2.0 GPA to graduate. Consequently, the majority of cadre and over two-thirds of the PMS's selected 2.0 as the standard that should be applied in ROTC.

Another standard the cadets must pass is physical rather than mental. Cadets must currently pass the Army Physical Readiness Test (APRT) or the Physical Aptitude Examination (PAE) in order to contract into ROTC. They must then pass the APRT to be commissioned and most PMS require the APRT prior to the cadet attending the Advanced Camp. When asked where the APRT should be applied as a standard, the cadre was divided. Forty-one percent said that passage of the APRT should be required before entry into contract status. Thirty-six percent said APRT should be required for the cadet to qualify for the Advanced Camp and commissioning. Fifteen percent said all cadets should be required to pass the APRT upon enrollment into the program. Clearly, a majority of cadre believe that passage of the APRT should be a standard met by cadets at least by the contract point and not just immediately prior to commissioning.

    e. Management and Automation. At this time, consider the supporting framework of ROTC. That framework includes the fundamental elements of management and automation, structure, staffing, and resources.

The proposed Mission Management System (MMS) and the new AR 145-1 are two major actions ongoing in ROTC. The study group received several comments on the urgent need for up-to-date regulations, especially AR 145-1. Also, a majority of cadre members are aware of the proposed MMS, however, only seven percent had been asked for input to the system design. Surprisingly, only 54 percent expected the MMS to decrease their administrative workload. Some of the written comments expressed a fear that the MMS will increase the demand for information and will allow headquarters to interfere in the detachment's operation. Many cadre also commented that ROTC is already overcentralized. A majority of PMS and 46 percent of all cadre did agree that the fielding of the MMS, with the capability of direct transmission to ODCSROTC, should result in the role of Region Headquarters being reduced.

With the thought in mind that ROTC is overcentralized, the Study Group noted that several cadre members said ROTC should "power down." They felt the PMS was not given the authority consistent with his position and grade. Many said it is especially true for the waiver authority. Figure 14 shows that a majority of PMS and nearly half of all cadre believe the PMS should be given more discretionary authority on waivers.

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Question: If I could change the present waiver procedures I would:	PMS	OFF	ALL
A. Give the PMS more discretionary authority.	56.5	48.1	46.4
B. Clearly define the standards and permit no waivers.	5.8	13.4	16.8
C. Vest total waiver approving authority with the Region Commander.	18.5	15.6	13.7
D. Vest total waiver approving authority with the Area Commander.	6.5	9.3	9.1
E. Vest total waiver approving authority at DCSROTC TRADOC level.	1.0	1.8	2.0
F. No change in the current policy.	11.6	11.8	12.0

FIGURE 14

During the study group's visits to the ROTC Regions cadre surfaced several problems associated with the differences between host, extension center, and cross-enrolled schools. For example, through school year (SY) 84-85, four-year scholarship recipients were allowed to attend only a host institution. Also ROTC staffing guides call for a minimum staffing at host instructor groups which in some cases exceeds the level ROTC Headquarters feels is warranted. It follows that 50 percent of the PMS's and 61 percent of all cadre believe a change from the terms "host," "extension" and "cross-enrolled" to a single generic term would be beneficial. The perceived benefits would be: more flexibility to move assets in response to need, ability to more easily "close" a non-producing institution, and ability to promote a feeling of equal ROTC status to all academic institutions.

f. Staffing. ROTC manpower requirements call for a large number of officers at a time when the Chief of Staff is looking for officers to man the light divisions. Staffing issues were therefore one of the top priorities for the study group's attention. ROTC must continue to emphasize efficient use of manpower and enhancement of productivity using improved technology. Several of those issues were addressed in the survey and are discussed in the following paragraphs.

An important aspect of the staffing issue is the image of ROTC and how the cadre view their ROTC assignments. Figure 15 shows that three-fourths

of ROTC cadre believe they are performing one of the Army's most important functions. However, as shown in Figure 16, most cadre do not believe that an ROTC assignment is career enhancing. Someone commented that "ROTC duty can't help you, but it can hurt you."

IMPORTANCE OF ROTC DUTY
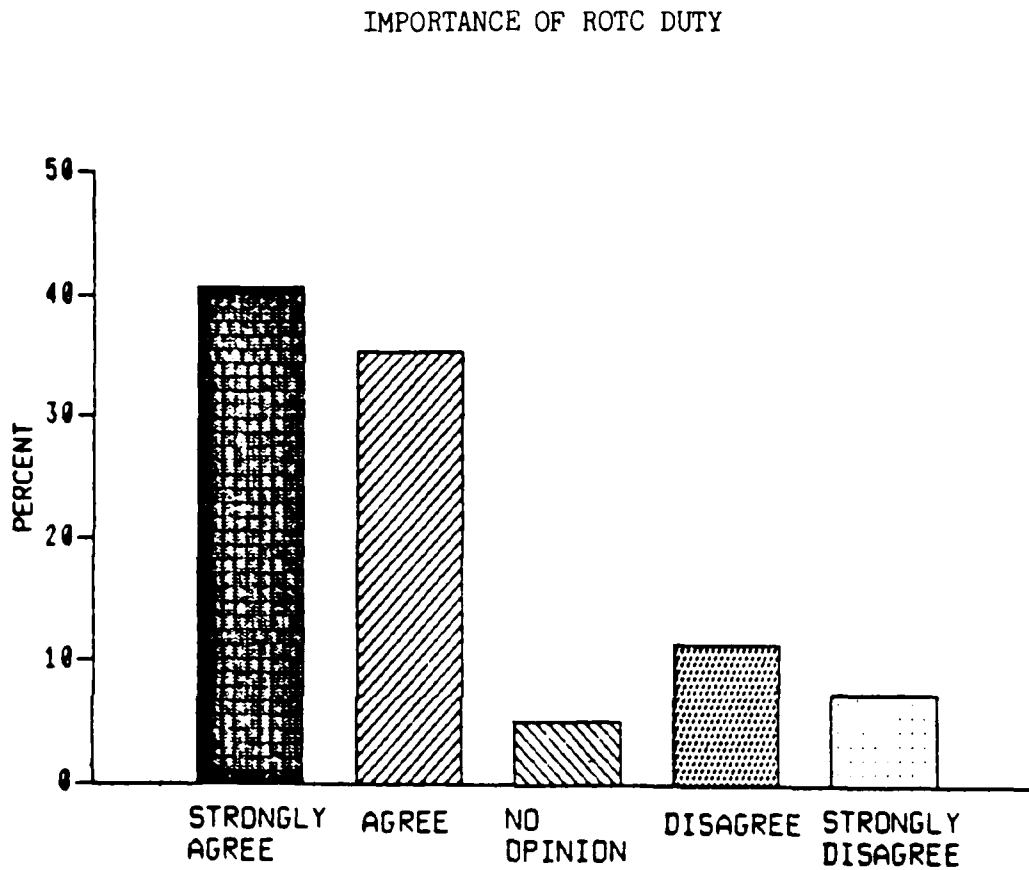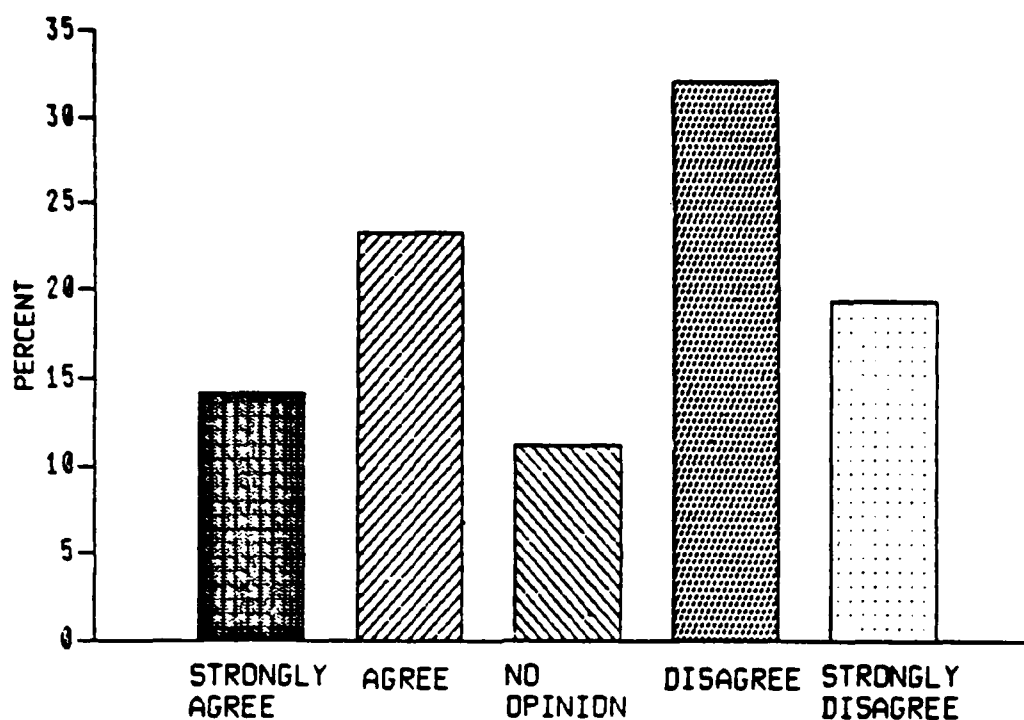
FIGURE 15

FIGURE 16

The cadre provided many comments to the effect that the majority of ROTC cadre are working harder than they did in TO&E units. Many are frustrated when, after being told by their assignment officers that ROTC is their chance to obtain an advanced degree, they arrive and find no time to enroll in college courses. Their frustration is increased by the Army-wide impression that ROTC duty is nothing more than good family time and a chance to get a Master's Degree. Sixty-one percent of all cadre indicated they are not involved in educational self development. As shown in Figure 17, most of the officers involved in educational self development are enrolled in military correspondence courses. However, over 80 percent of the officer cadre, PMS included, agree that ROTC duty should afford the opportunity to further one's educational self development.

Question: In addition to my ROTC duties, I am currently:			
	OFF	ENL	ALL
A. Pursuing a first Master's Degree.	16.4	5.4	12.2
B. Pursuing a second Master's Degree.	1.1	1.1	1.2
C. Enrolled in CAS3/CGSC/War College.	23.7	.8	14.9
D. Pursuing a PhD or professional degree.	1.7	2.1	1.9
E. Engaged in a second job.	.6	4.8	2.3
F. Two or more of the above.	9.4	2.1	6.6
G. None of the above.	47.1	83.6	60.9

FIGURE 17

In order enhance the image of ROTC duty, the Army must assign good personnel to that duty. The study group's analysis of promotion rates, school selection rates, and comments from the field have shown that the captains and majors assigned to ROTC are quality officers. The selection rates for lieutenant colonels assigned to ROTC however, has been below the Army average. Also, approximately 25 cadre members commented in their survey answers that ROTC has too many unmotivated cadre members or too many officers and NCO's on terminal assignments. It follows that most cadre and area commanders agree that MILPERCEN should nominate branch qualified officers who are not promotion risks, not on terminal assignment, and have potential for selection to higher level service schools. Over two-thirds of the cadre agree that civilian educational level, race, ethnic/cultural background, religious affiliation and economic means should also be considered when assigning personnel to a particular university.

The Fourth ROTC Region has attacked the image problem by calling their areas brigades and instructor groups battalions. Figure 18 shows that the Fourth Region cadre agree with using the TO&E terminology whereas the cadre from the other regions generally disagree. Some written comments voiced the fear that use of Army organizational terminology would convey an overly militaristic message to the universities. However, the number of Fourth Region cadre who said that their instuctor group is very favorably or somewhat favorably perceived by their host institution (57.7 and 37.8 percent respectively) is as high as the other regions (55.9 and 37.8 percent all regions).

Question: How favorably is your Instructor Group perceived by the institution to which you are assigned?				
Region	I	II	III	IV
A. Very favorably	55.0	57.3	54.0	57.7
B. Somewhat favorably	38.5	37.7	37.9	38.8
C. Not favorably at all	6.5	5.0	8.1	4.5

FIGURE 18

Some cadre have suggested that the image of the ROTC program can be improved by changing the name of the program. They say that, since over 60 percent of active duty lieutenants come from ROTC, the Army Officer Training Corps, Officer Training Program, College Commissioning Program, etc. would be more descriptive. They also said the program needs to get away from the Vietnam Era image. Others counter that the name Reserve Officer's Training Corps has a good image and ROTC has good product recognition that would be lost if the name were changed. Only forty percent of the cadre agreed with changing the name. A like number, 42 percent, disagree with the change.

With the increase in AGR officers assigned to ROTC, the question of putting AGR officers into area commander and PMS positions arises. Over three-fourths of the active duty cadre say all PMS should be active duty officers; USAR/ ARNG officers say there should be a 50-50 mix of active duty and AGR officers. Similar results were observed for the area command positions. Additionally, most cadre agree that either all or at least a majority of PMS should be combat arms officers with a mix of combat arms, CS and CSS officers as Assistant PMS.

Like all U.S. Army units, ROTC suffers from personnel turnover. New ROTC personnel require one cycle, i.e., one year to learn the job. The PMS are just beginning to develop rapport with the university faculty by the end of a three-year tour. Most PMS are not even able to see the freshman classes they recruited graduate. Many cadre commented that there is a need for longer personnel tours in ROTC. Cadre also commented that they recognize that longer tours would be detrimental to the active duty officer's career. The cadre

responses to the question of an optimal tour length agree with those comments. Forty-four percent of the cadre chose a three-year tour. Thirteen percent selected a two-year tour, reflecting the concern for career impact. However, 36 percent selected a four-year tour, and six percent selected more than four demonstrating the concern for greater continuity.

g. Resources. The Study Group started with the notion that recruiting, education and training are the most important functions in ROTC and should, therefore, take most of the cadre's time. However, most of the cadre, including the officer cadre shown in Figure 19, spend the majority of their time in administrative duties such as preparation of reports and accession packets, as property book officer, etc. One PMS wrote, "In 19 years of commissioned service working in G3 plans at a corps headquarters, the Pentagon, and in the U.S. Army Concepts Analysis Agency; I have never seen so much administrative work as in this small detachment."

ALLOCATION OF OFFICERS' DUTY TIME

FIGURE 19

23
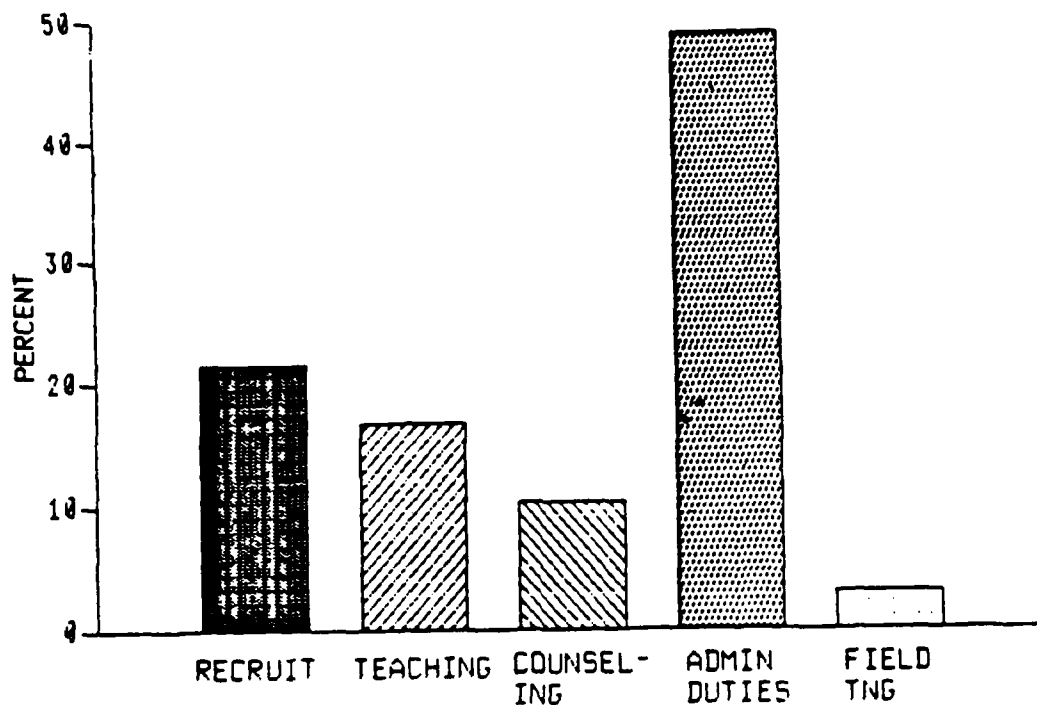
Figure 20 shows that over one-third of all cadre and half of the PMS selected personnel as the major resource constraint for the instructor group. Half the cadre and 47 percent of the PMS stated that increasing Department of the Army Civilians (DAC) or enlisted administrative and logistics personnel would be the best way to improve the instructor group's overall performance. These personnel would reduce the detachment's administrative requirements.

MAJOR RESOURCE CONSTRAINT
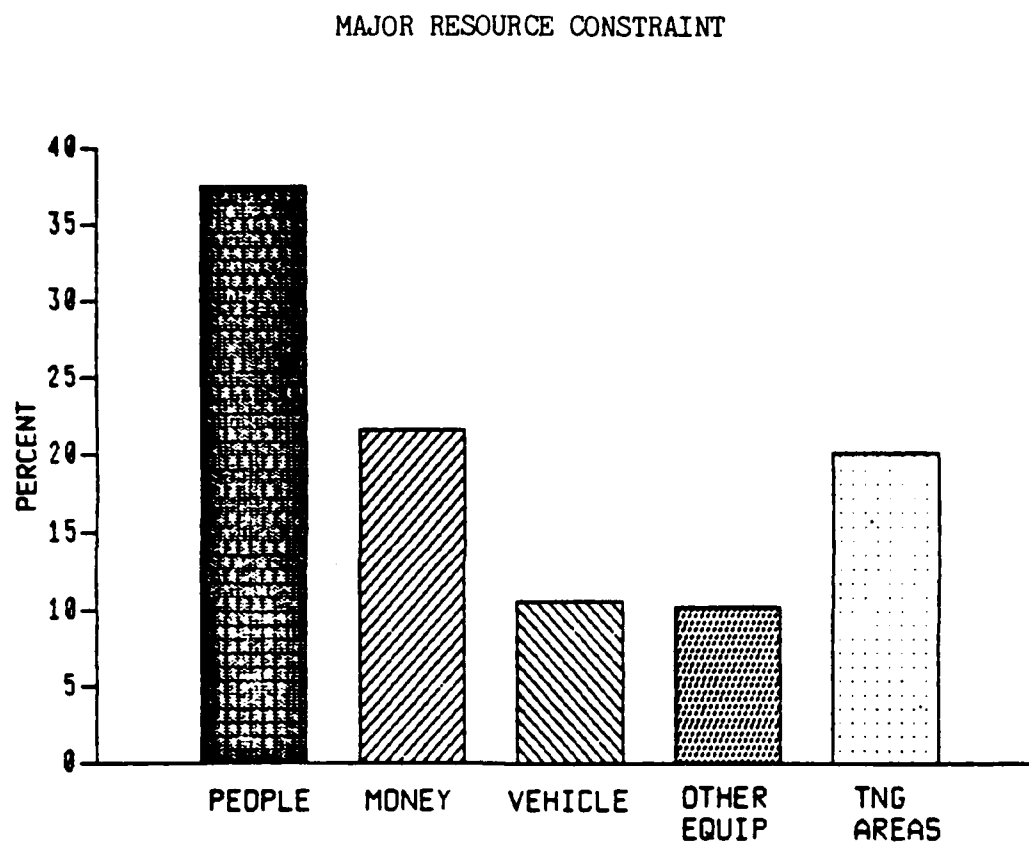
FIGURE 20

Most cadre and PMS are satisfied with the support they receive from their host institutions and support installations. Eighty-two percent of the PMS rated the host institution support as good or excellent. Sixty-five percent of them reported receiving personnel, monetary and/or office equipment support. Those institutions provide significant monetary support, with seventy percent of the PMS reporting their instructor groups received from $1,000 to $10,000. Ninety-one percent of the PMS reported that their host institutions are in compliance with, or exceed, their contracts with the Army. The Army

24

installations were rated equally well. Approximately 89 percent of the cadre rated the support provided by their support installations as adequate to excellent. However, several cadre commented on the need to improve the availability of training equipment and equipment maintenance. That is understandable since 41 percent of the instructor groups are greater than 150 miles from their support installations.

Half of the PMS indicated their instructor groups provide training support to the local US Army Reserve (USAR) or Army National Guard (ARNG) units and nearly half of them receive support from reserve component units. However, 64 percent of cadre and most PMS believe a support agreement is needed which formally tasks reserve component unit commanders to support specified ROTC detachments.

Although personnel was listed most often as the major resource constraint, ten percent of the cadre selected vehicles as the major constraint. Most cadre say that vehicular support should be provided by GSA contract. ODCSROTC has recently started doing this.

Medical liability coverage and cadet uniforms were two other resource sore points presented by cadre during the Study Group's visits to the regions in January and February. Most PMS and cadre indicated in the survey that the lack of medical liability coverage adversely affects the training programs. With respect to cadet uniforms, two-thirds of the cadre believe uniforms should be issued to all ROTC cadets; and the uniforms should be the same as those issued to the active Army.

h. JROTC. Although all questions discussed so far have related to the Senior ROTC Program, the survey did attempt to determine how the cadre feel about the Junior ROTC/National Defense Cadet Corps program (JROTC). JROTC is a cooperative effort between the Army and the host secondary school. It has been developing good citizenship, patriotism and leadership in our nation's high school youth for over 65 years. The JROTC program provides a 3- or 4-year course of instruction which is either an academic program for college bound students or a technical program, tailored vocationally. The Directors of Army Instruction and Senior Army Instructors (DAI/SAI) of Junior ROTC units, though retired military officers and NCO, are school employees. The school pays half of the instructor's salary and the Army pays the other half. Uniforms, texts and equipment are provided by the Army. The student's enrollment in the program does not obligate him/her for any future military service.

Several area commanders said that JROTC is not well and does not serve effectively as a feeder for the Senior program. But, three-fourths of the cadre agree that a stronger relationship between JROTC and SROTC would be beneficial to both. Although 64 percent of the cadre said that educating students and developing good citizenship should remain the primary orientation of JROTC, 80 percent said expansion of JROTC to high go-to-college schools should help the Senior ROTC recruiting effort.

ANNEXES

1. Statistical Tables and Graphs
2. ROTC Cadre Questionnaire

SECTION 2- STATISTICAL TABLES AND GRAPHS

NATIONAL AD THEME

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Very Effective	8.6	18.7	9.8	20.9	14.0	7.5	13.2
B. Somewhat Effective	69.8	71.0	70.0	71.7	71.0	71.7	70.4
C. Not Effective	21.6	10.3	20.2	7.4	15.0	20.8	16.4
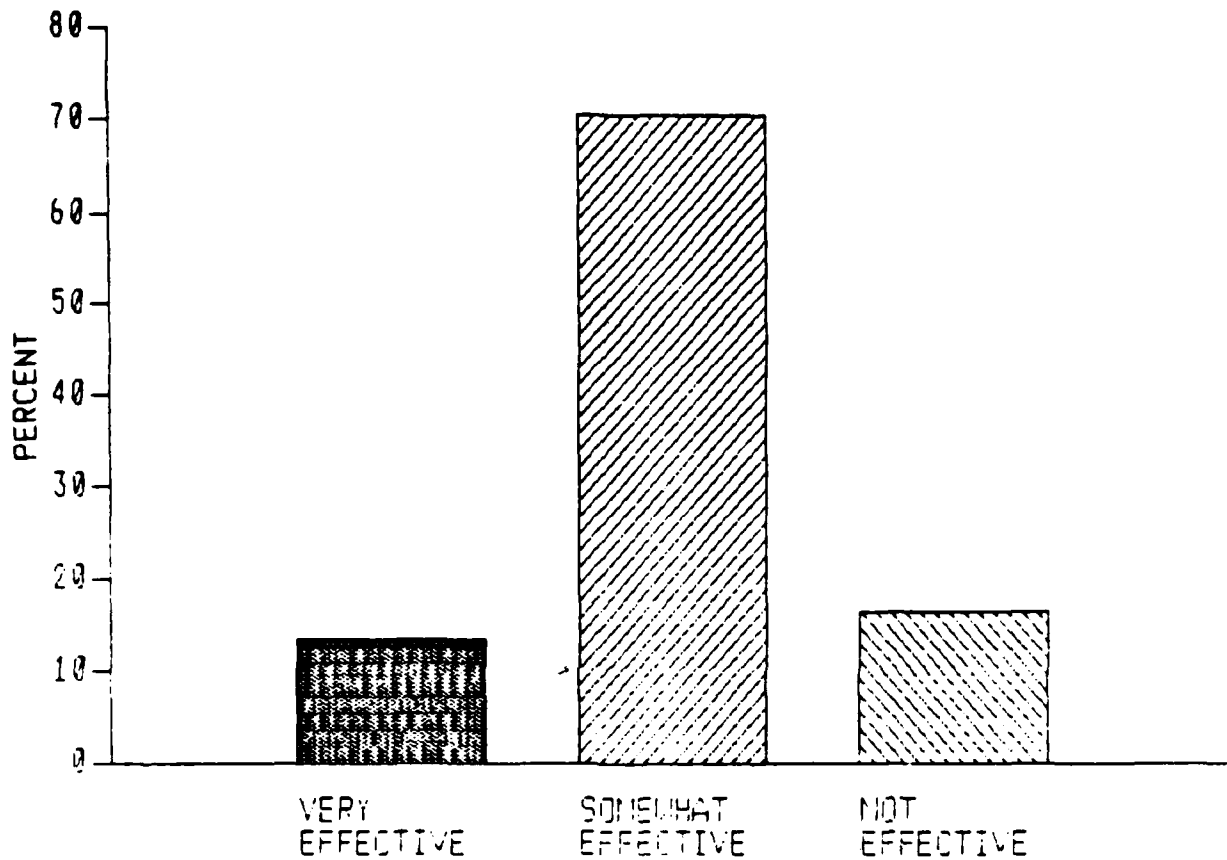
QUESTION 1: The current National Advertising Theme for ROTC has a leadership, managerial, high tech thrust. How effective are these ads in attracting the type of young men and women Army ROTC is seeking.

CBT ARMS ORIENTATION
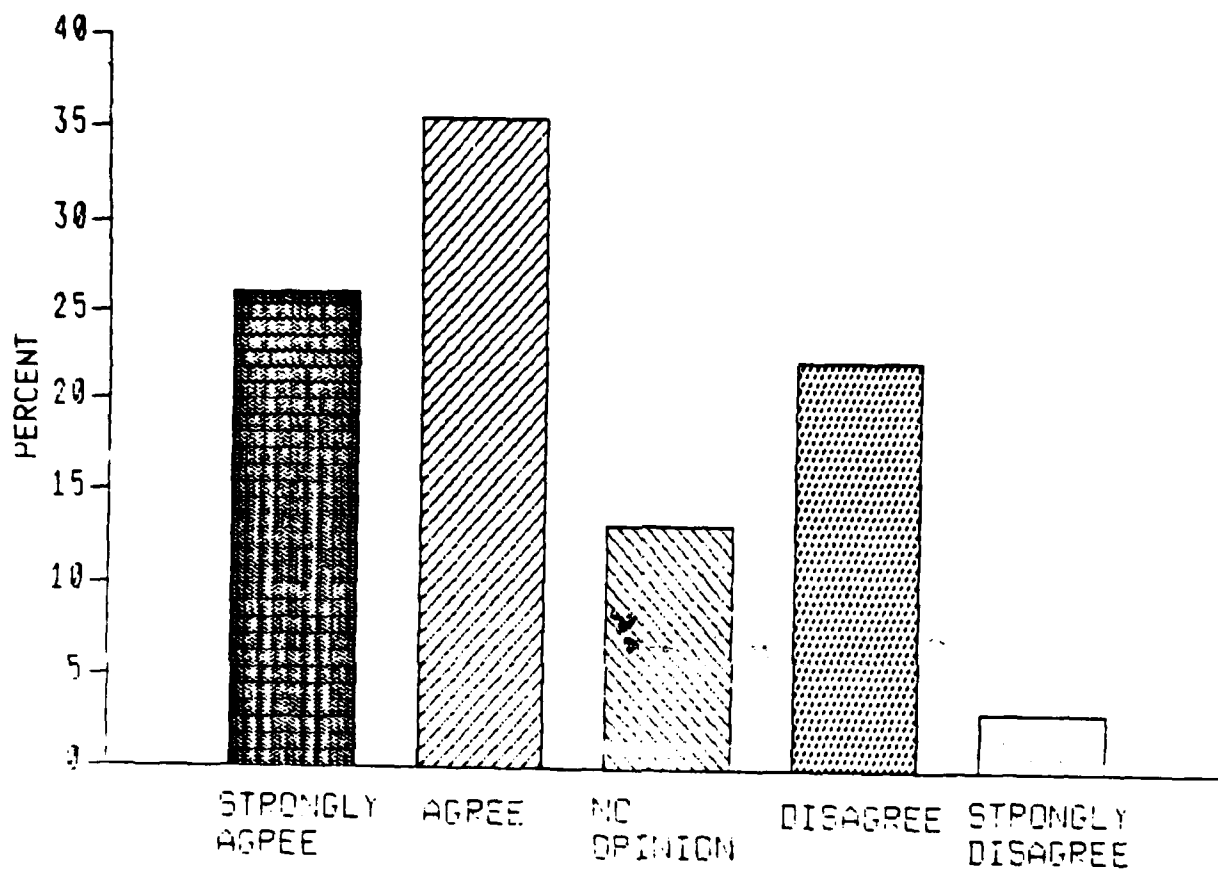
QUESTION 2: There should be a stronger orientation on combat arms leadership in advertising for ROTC in the print and electronic media.							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	21.2	29.9	23.3	27.3	31.3	17.7	26.0
B. Agree	37.0	37.5	34.3	37.0	42.4	32.7	35.4
C. No Opinion	9.6	18.3	10.2	15.8	14.1	13.9	13.3
D. Disagree	27.1	13.0	27.8	18.5	9.1	31.6	22.2
E. Strongly Disagree	5.1	1.2	4.4	1.5	3.0	4.1	3.2

ADVERTISING IMPROVEMENT
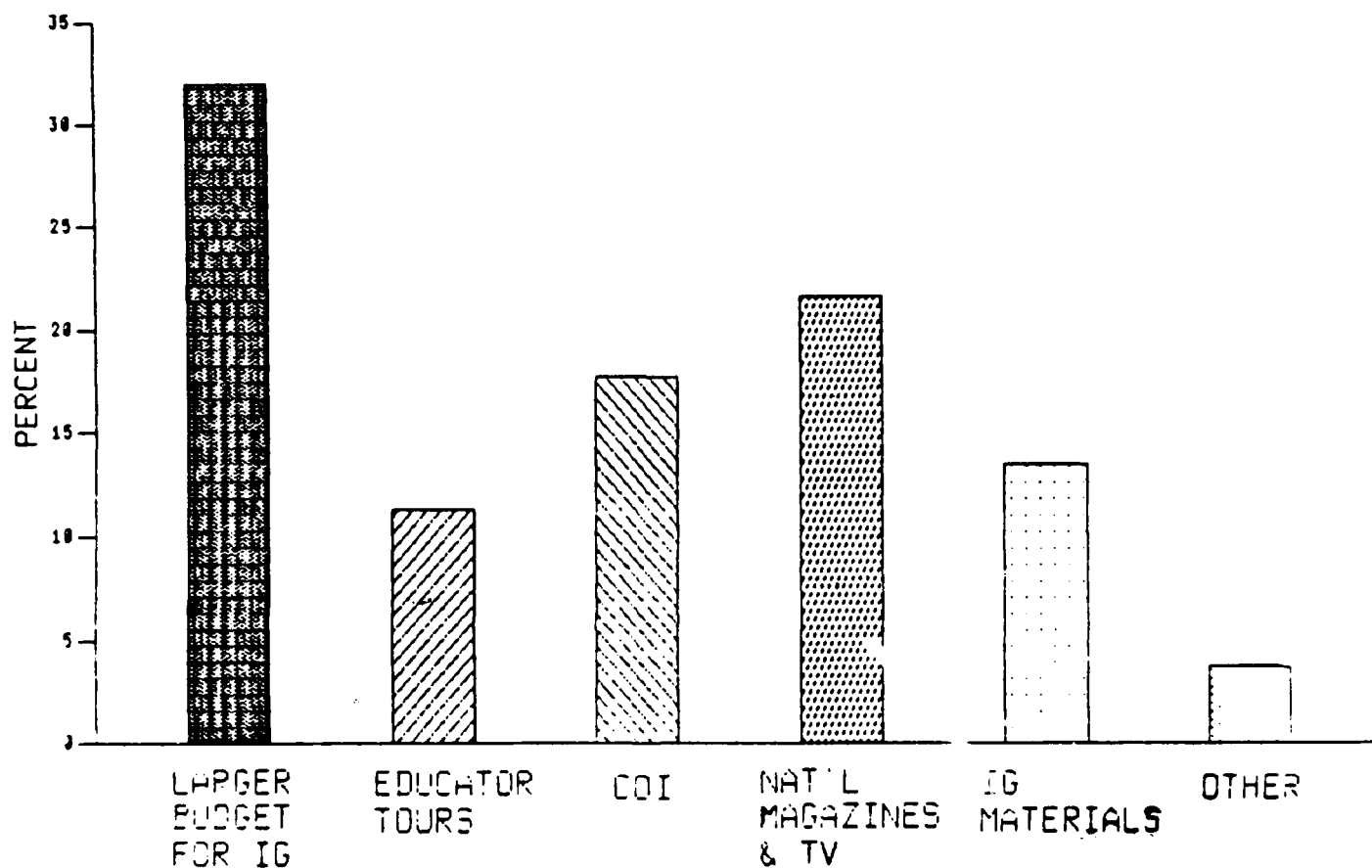
QUESTION 3: ROTC advertising can BEST be improved by:			
RESPONSE(%)	PMS	MKT-OFF	ALL
A. Providing the Instructor Groups with a larger advertising budget.	40.6	30.5	32.0
B. Allocating specific monies to the Instructor Group for educator tours (Similar to the USAREC sponsored tours).	5.9	5.5	11.3
C. Allocating specific monies to the Instructor Group for COI (Centers of Influence) events. (Similar to the USAREC Program).	17.0	15.4	17.7
D. Increasing coverage in national magazines and TV.	19.8	27.0	21.7
E. Providing more advertising materials for the Instructor Group (e.g. poster, give-aways, etc.)	11.1	15.1	13.5
F. Other.	5.6	6.4	3.7

AYER REGIONAL ACCOUNT MANAGER
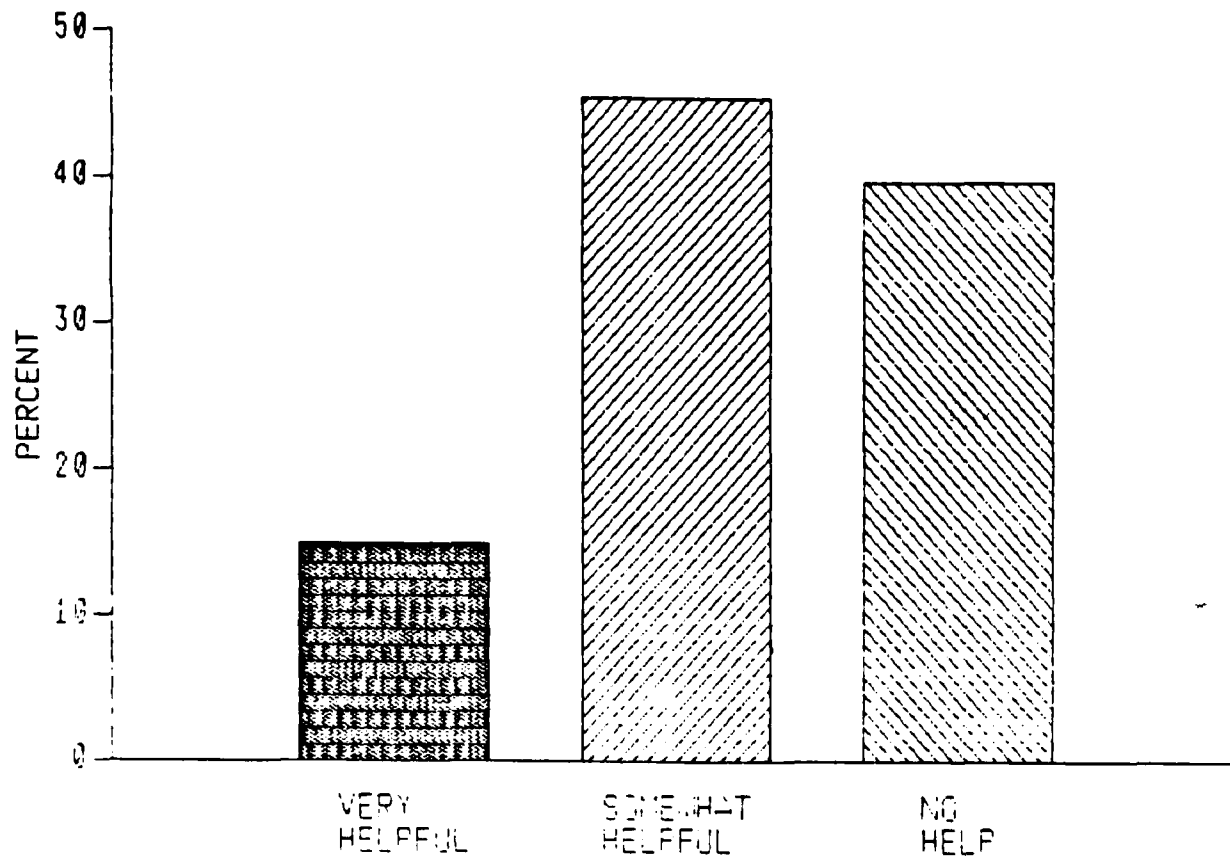
QUESTION 4: Each Region has an advertising Regional Account Manager from NW Ayer, Incorporated, the Army's advertising agency. How helpful has this individual been to my Instructor Group in its advertising and marketing efforts.

RESPONSE(%)	PHS	MKT-OFF	ALL
A. Very Helpful	12.0	19.1	14.9
B. Somewhat Helpful	37.3	37.5	45.4
C. Little or No Help	50.7	43.4	39.7

FIELDING OF MMS

(Bar chart: PERCENT on y-axis ranging 0 to 60. Three bars:)
- AWARE ASKED FOR INPUT: ~8
- AWARE NO INPUT: ~52
- UNAWARE OF MMS: ~41
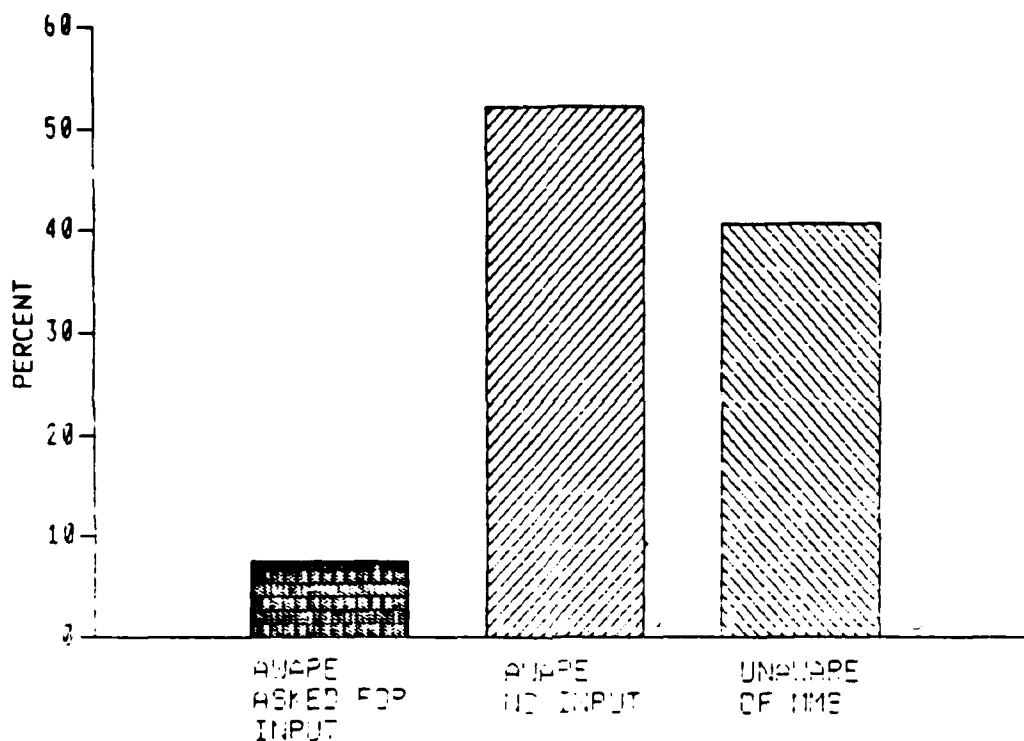
QUESTION 5: The Army is preparing to field a new automated system to support ROTC called the Mission Management System (MMS). With regard to this system, I was:

RESPONSE(%)	PMS	OFF	ENL	ALL
A. Aware of MMS and was asked to provide input.	16.0	7.8	6.7	7.5
B. Aware of MMS but was not asked to provide input.	73.4	60.4	38.7	52.0
C. Unaware of MMS or any effort to provide auto- mation support for ROTC.	10.6	31.8	54.6	40.5

A-5

WORKLOAD REDUCTION FROM MMS
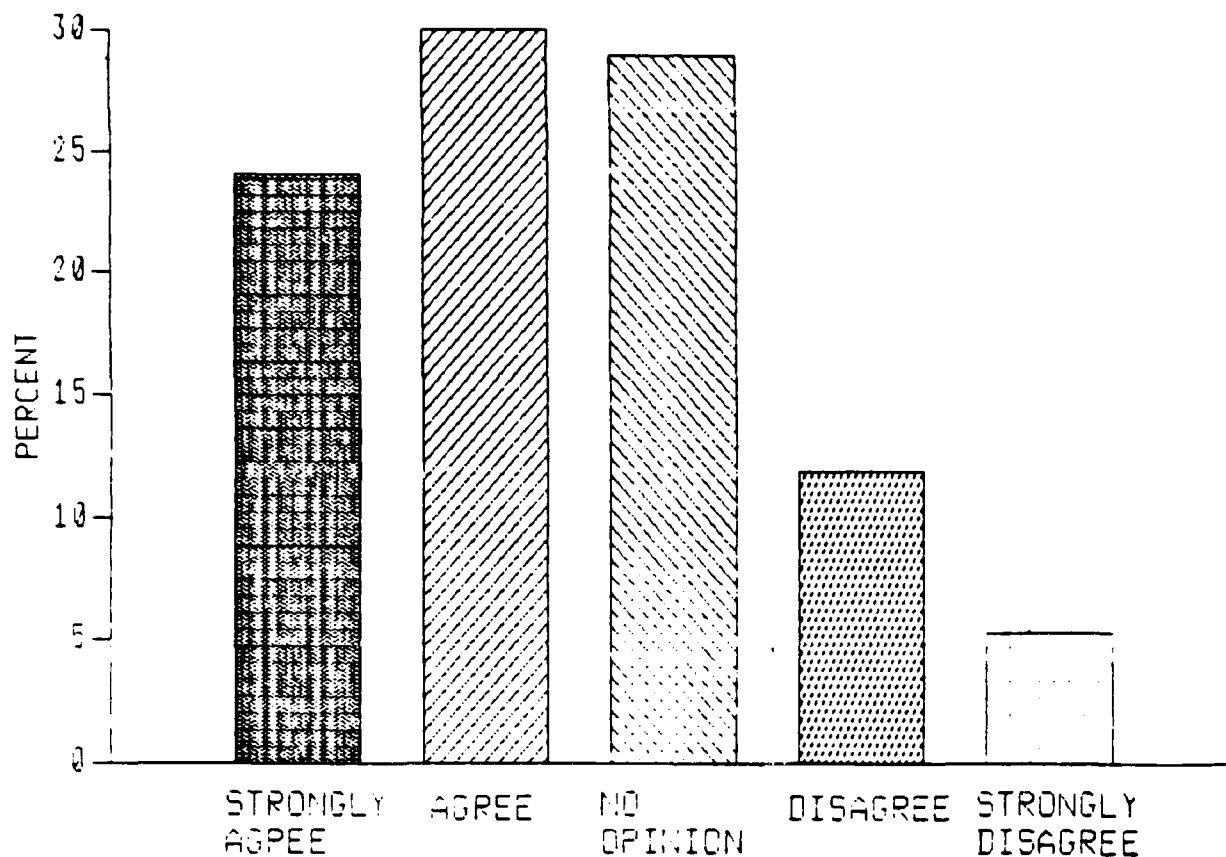
QUESTION 6: The employment of a standard language real time automated management system with the capability to communicate from the instructor level through the chain of command to DCSROTC, will provide a significant administrative workload reduction for cadre personnel.

RESPONSE(%)	PMS	OFF	ENL	ALL
A. Strongly Agree	25.3	23.0	25.3	24.0
B. Agree	34.8	30.8	28.8	29.9
C. No Opinion	13.0	23.3	38.0	29.0
D. Disagree	17.7	15.4	6.0	11.8
E. Strongly Disagree	9.2	7.4	1.9	5.4

SELLING RESERVE FORCES DUTY
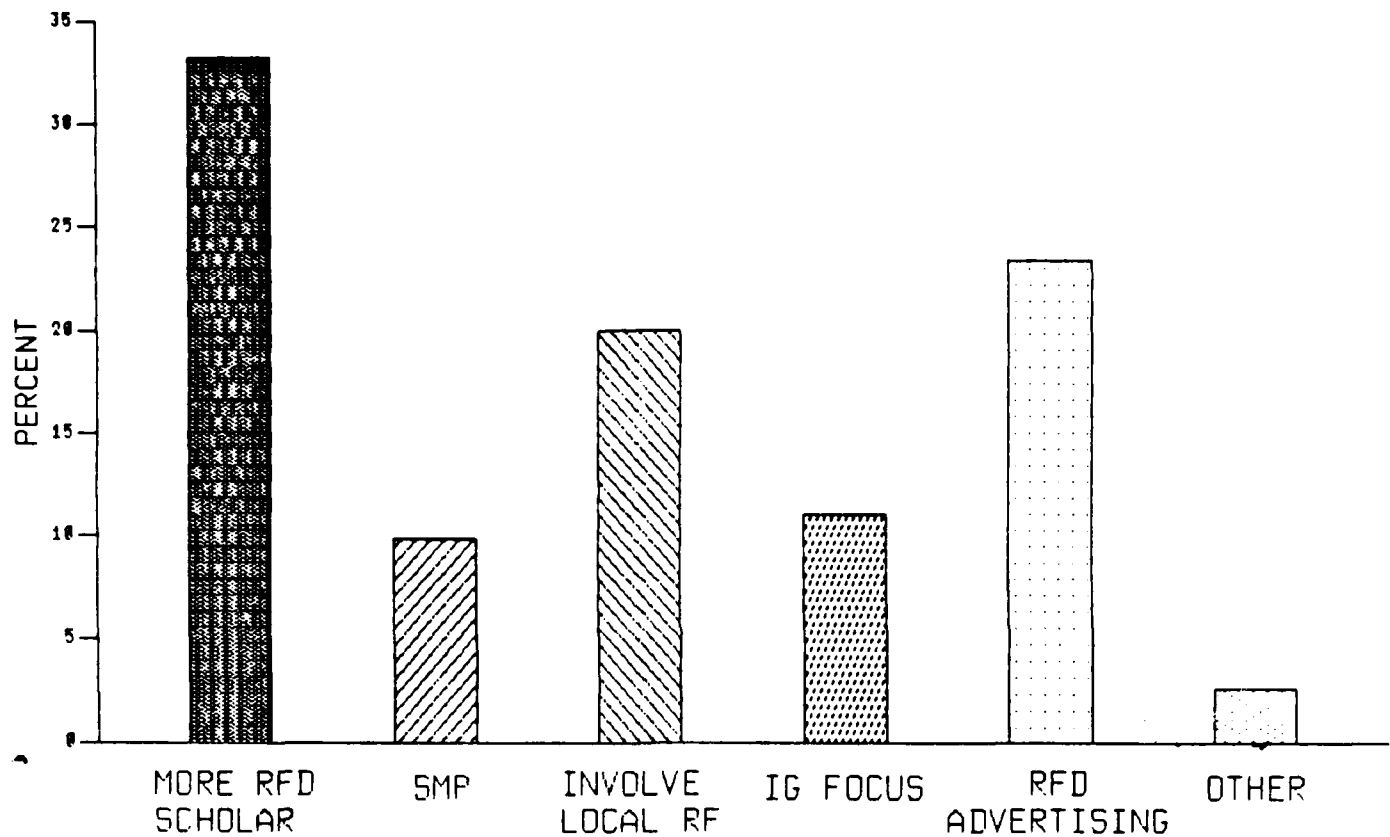
QUESTION 7: What would be the MOST effective way to "sell" Reserve Forces Duty to potential cadets?							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Target more scholarships for RFD as is done for engineers, scientist and nurses.	42.1	28.4	36.3	30.9	20.4	34.1	33.3
B. Encourage greater participation in the Simultaneous Membership Program (SMP).	6.6	12.8	7.7	12.5	14.3	6.4	9.7
C. Involve local ARNG and USAR units in recruiting.	14.5	26.4	15.9	22.5	28.6	8.3	19.9
D. Refocus our Instructor Group's strategy to put more positive emphasis on this duty.	10.3	8.1	12.8	8.3	9.2	25.4	11.0
E. Increase local and national advertising which focuses on the advantages of Reserve Forces Duty as an option.	21.7	23.3	23.6	24.8	27.6	19.3	23.4
F. Other.	4.8	.9	3.7	1.0	.0	6.4	2.6

EARLY COMMISSIONING PROGRAM
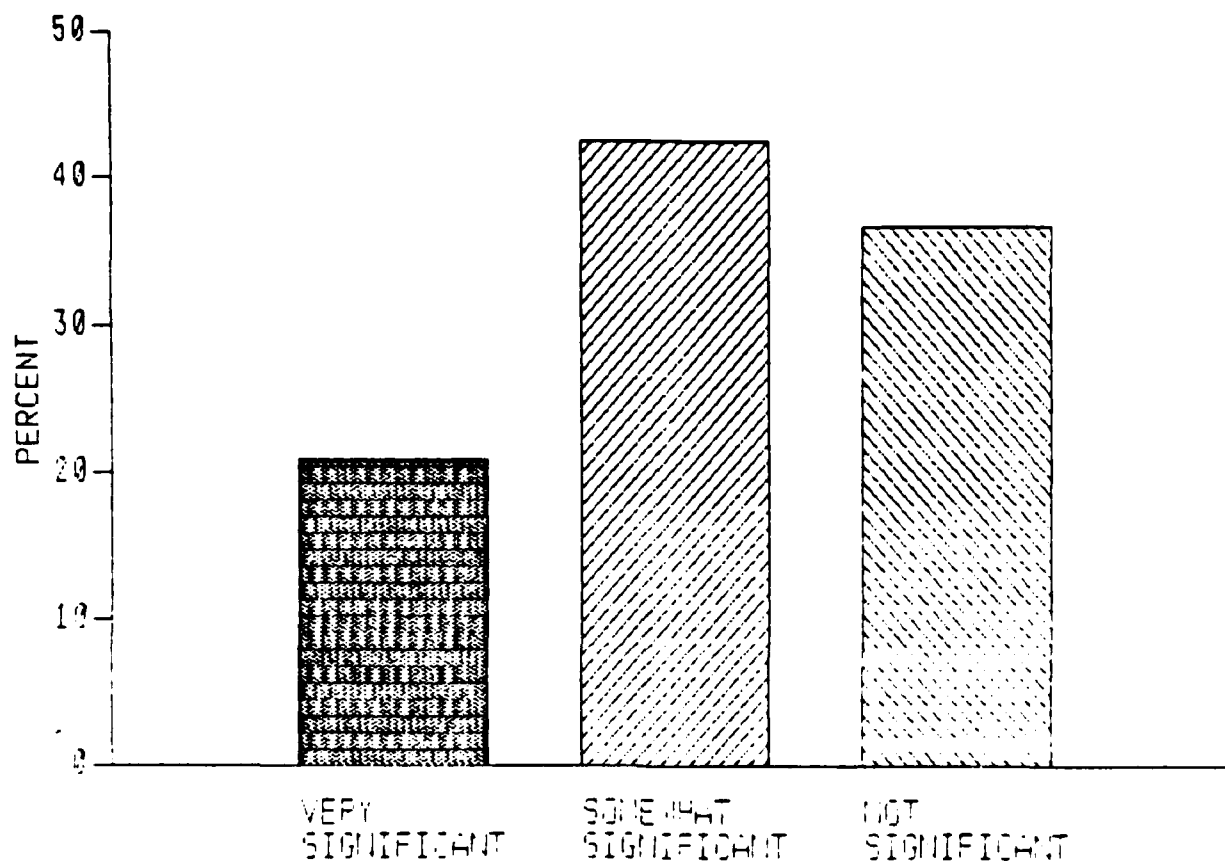
QUESTION 8: How significant is the Early Commissioning Program (ECP) in aiding the ROTC recruiting effort?							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Very Significant	20.5	22.5	19.6	19.5	26.3	22.3	20.9
B. Somewhat Significant	38.9	49.4	38.2	41.0	50.5	44.2	42.4
C. Not at all Significant	40.6	28.1	42.2	39.5	23.2	33.6	36.7

BEST ROTC PROGRAM
FOR RECRUITING
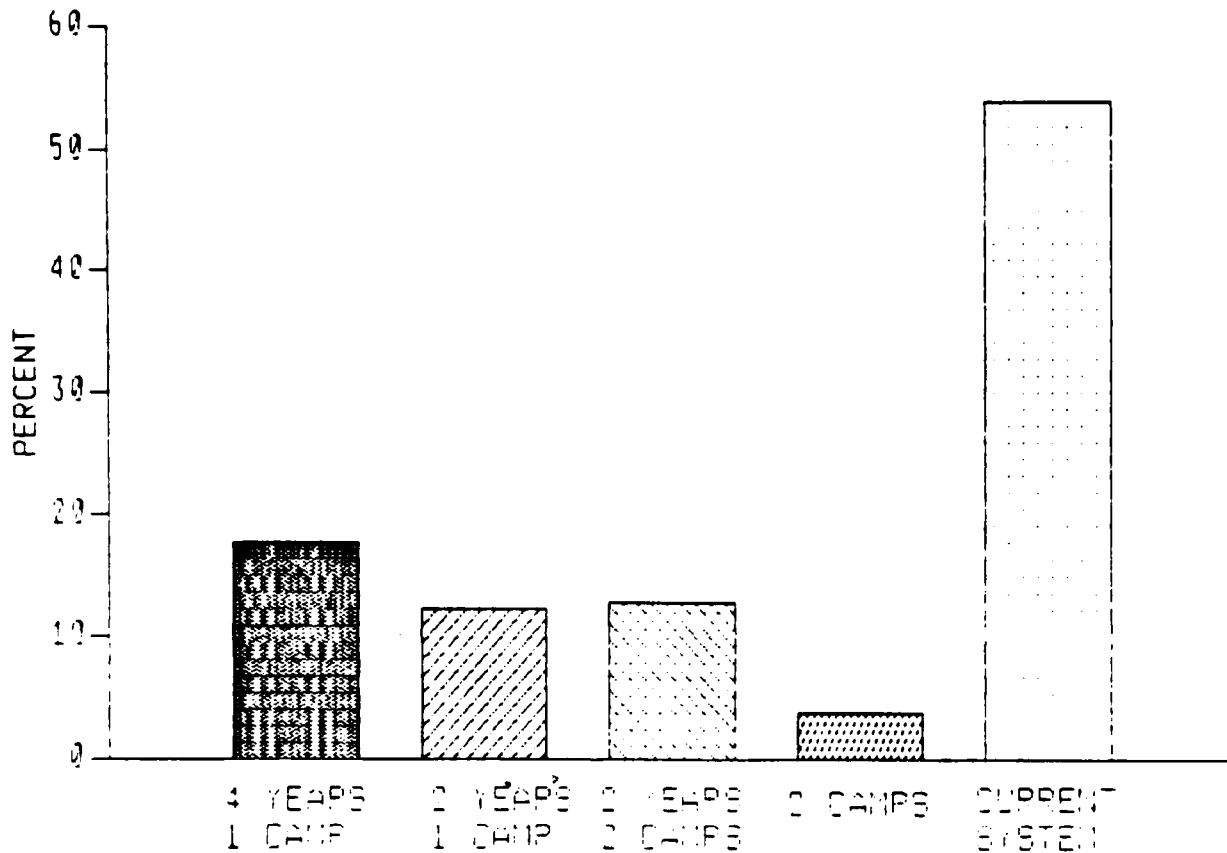
QUESTION 9: From a recruiting standpoint, the best ROTC program(s) would be:							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Four years on campus with one summer camp.	12.3	24.8	13.1	26.9	21.9	10.2	17.5
B. Two years on campus with one summer camp.	17.1	9.2	14.0	7.8	10.4	13.5	⁻12.3
C. Two years on campus with two summer camps.	9.6	13.4	12.4	12.7	15.6	10.2	12.7
D. No on campus program with two summer camps.	4.4	1.9	5.0	2.0	2.1	6.0	3.8
E. Current System (combination of A and C above).	56.7	50.7	55.6	50.6	50.0	60.2	53.6

WAIVER PROCEDURES

Bar chart with PERCENT (y-axis, 0 to 50) and categories: MORE PMS AUTH, NO WAIV-ERS, REG CDR, APEA CDP, DCS-ROTC, NO CHG
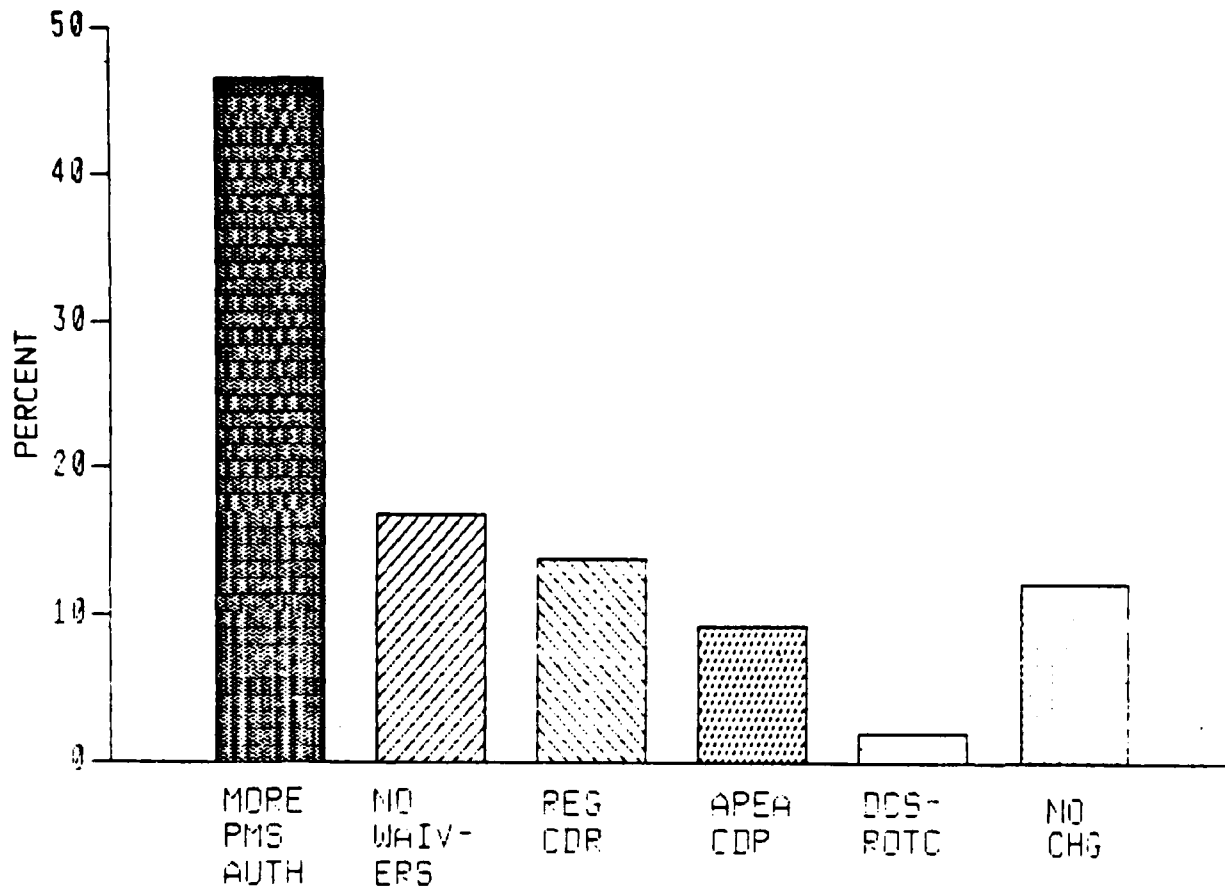
QUESTION 10: If I could change the present waiver procedures, I would (select one):			
RESPONSE(%)	PMS	MKT-OFF	ALL
A. Give the PMS more discretionary authority.	56.3	47.5	46.4
B. Clearly define the standard and permit no waivers.	5.8	15.6	16.8
C. Vest total waiver approving authority with the Region Commander.	18.8	14.0	13.7
D. Vest total waiver approving authority with the Area Commander.	6.5	8.3	9.1
E. Vest total waiver approving authority at DCSROTC TRADOC level.	1.0	2.2	2.0
F. No change to the current policy.	11.6	12.4	12.1

ACADEMIC DISCIPLINE UTILIZATION
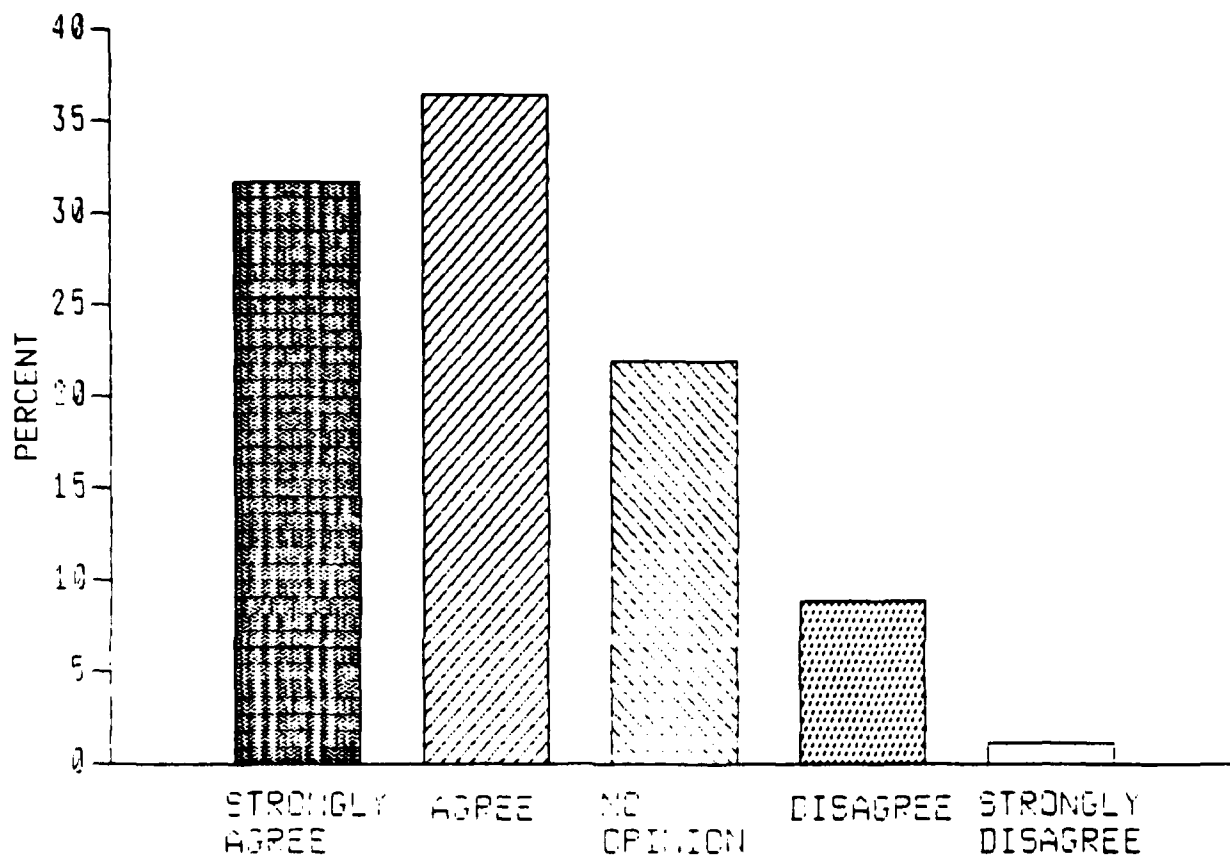
QUESTION 11: By the inability to guarantee engineering and hard science degree cadets a utilization assignment in their respective skills upon entry on active duty or in the Reserve Components my recruiting and retention efforts are hindered.

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	29.4	29.5	33.0	29.2	37.0	38.7	31.7
B. Agree	42.3	32.0	39.4	37.0	23.0	33.5	36.5
C. No Opinion	13.3	33.4	14.7	26.8	29.0	15.0	21.9
D. Disagree	12.6	4.5	11.6	6.1	10.0	11.7	8.9
E. Strongly Disagree	2.4	.7	1.3	1.0	1.0	1.1	1.1

ROTC AS A SOURCE OF ANC OFFICERS
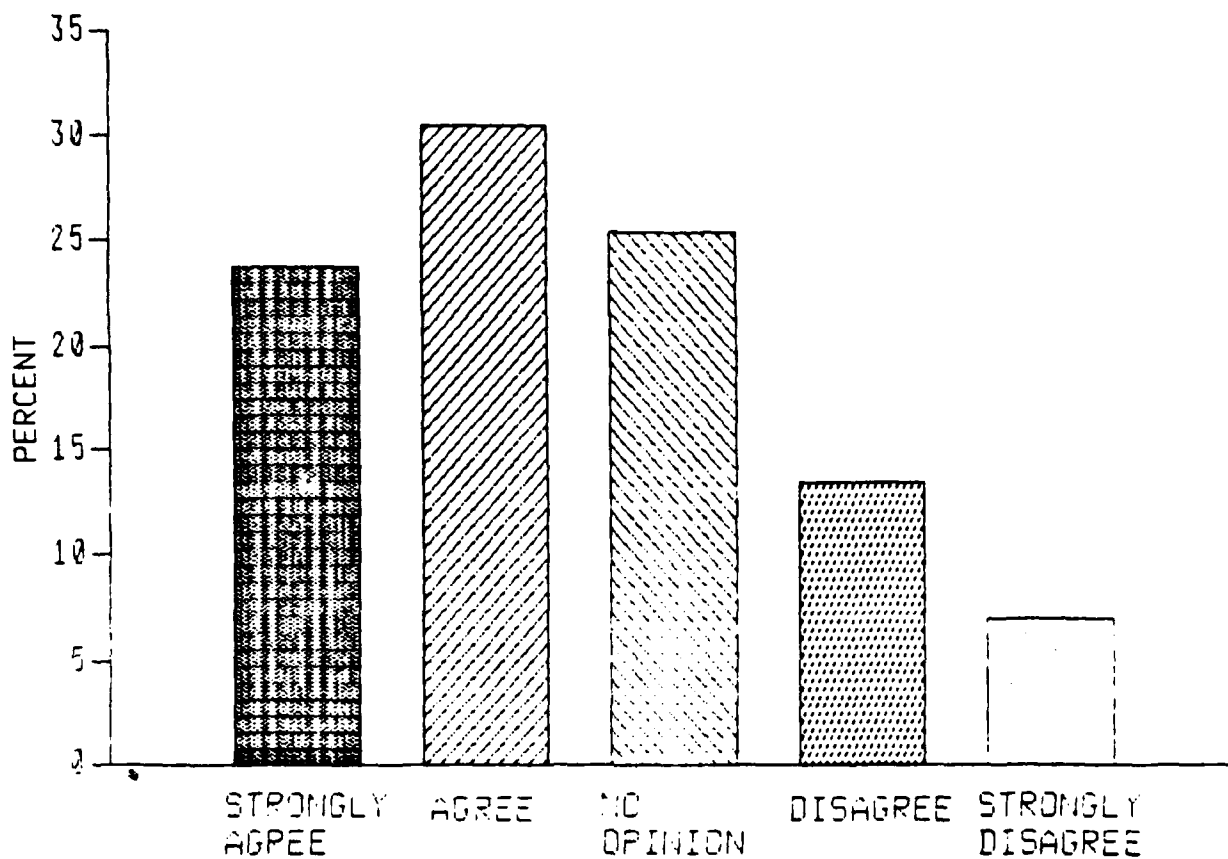
QUESTION 12: ROTC is an excellent method for accessing Army Nurse Corps (ANC) Officers.						
RESPONSE(%)	PMS	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Strongly Agree	29.6	29.7	20.3	18.5	21.3	23.8
B. Agree	29.9	30.1	33.9	28.5	29.4	30.5
C. No Opinion	16.8	25.2	24.0	25.8	26.8	25.3
D. Disagree	15.1	9.9	14.4	17.9	14.5	13.4
E. Strongly Disagree	8.6	5.0	7.5	9.3	8.1	7.0

IMPROVE NURSE RECRUITING

PERCENT (y-axis: 0, 5, 10, 15, 20, 25, 30)

Categories:
ANC ON CAMPUS | AD OR RFD | 5-YR SCHOL | MORE 2,3YR SCHOL | ELIM PME REQ | OTHER
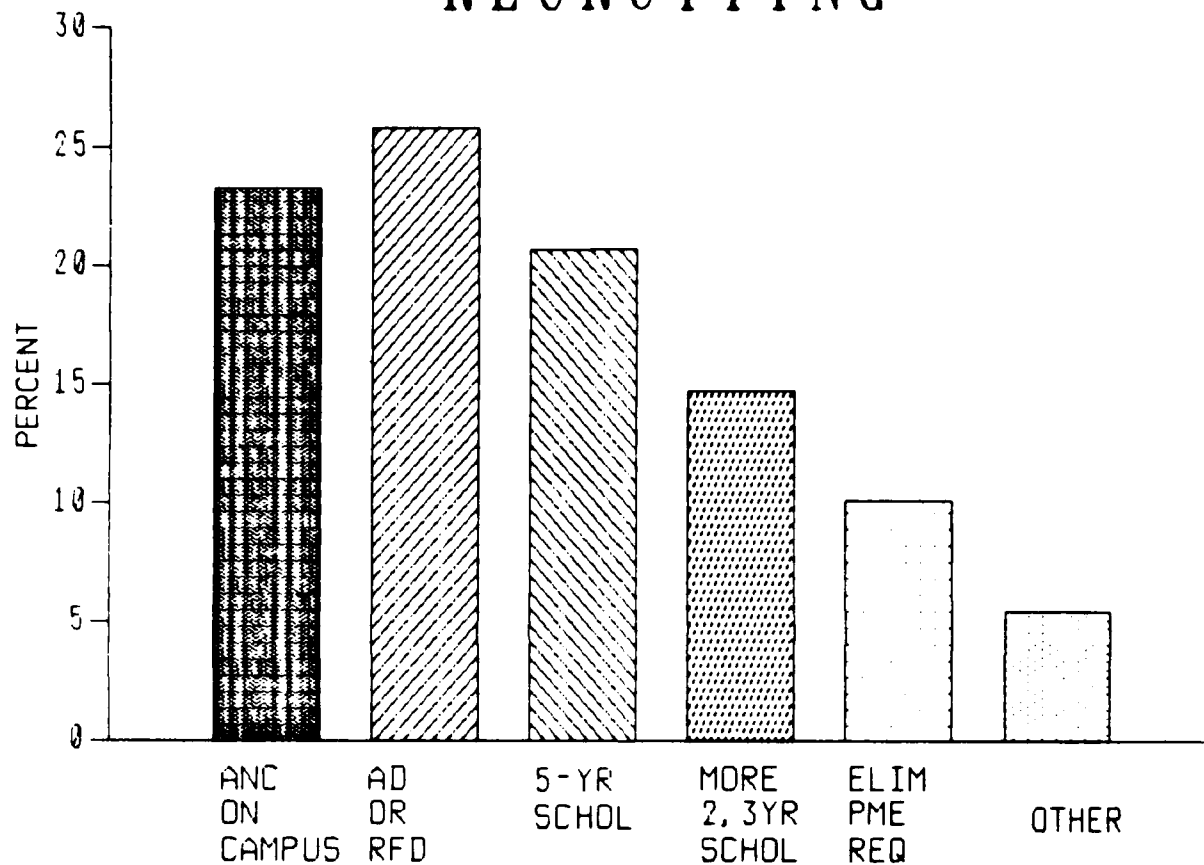
QUESTION 13: Which of the following would MOST enhance Nurse cadet recruiting?						
RESPONSE(%)	PMS	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. More ANC visibility on campus.	18.9	26.3	21.7	20.5	22.7	23.3
B. Offer a choice of Active Duty or Reserve Forces Duty.	28.1	27.3	23.1	24.6	26.8	-25.7
C. Offer 5 year Scholarships for nurses.	14.2	17.4	22.2	25.0	21.0	20.8
D. Offer more 2 and 3 year Scholarships.	13.2	15.5	16.5	13.3	12.7	14.8
E. Eliminate certain PME requirements.	11.0	8.8	10.9	10.6	11.0	10.0
F. Other.	14.6	4.8	5.6	5.9	5.9	5.3

RFD FOR ANC OFFICERS
WOULD IMPROVE RECRUITING
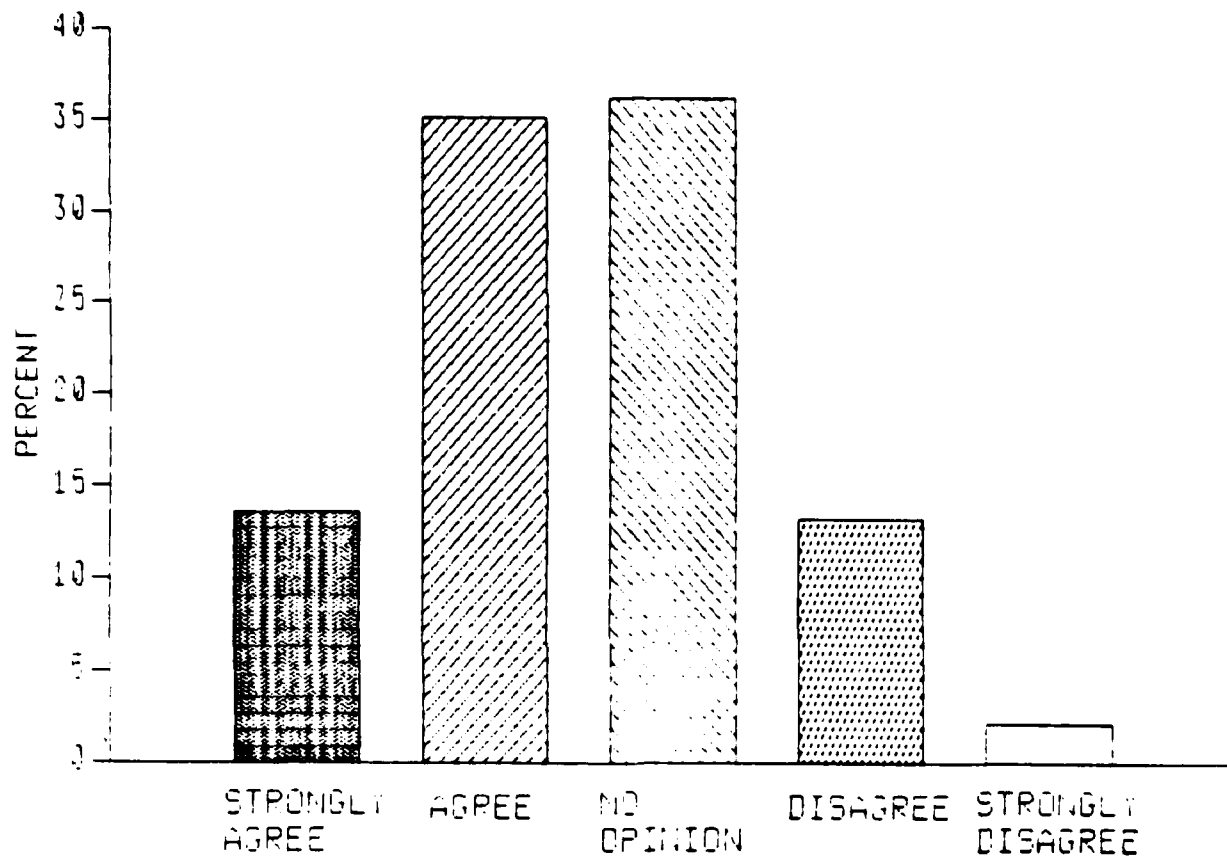
QUESTION 14: Nurse Recruiting would be enhanced if more Nurse lieutenants were permitted to go on Reserve Forces Duty.						
RESPONSE(%)	PMS	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Strongly Agree	13.5	14.0	13.7	14.4	10.8	13.5
B. Agree	38.5	33.3	36.4	36.0	36.8	35.2
C. No Opinion	30.6	36.5	34.7	36.2	37.3	36.1
D. Disagree	14.6	13.5	13.5	12.6	12.5	13.2
E. Strongly Disagree	2.8	2.6	1.8	.9	2.6	2.1

NURSE CADETS SHOULD HAVE
ADV CAMP OR NSTP CHOICE
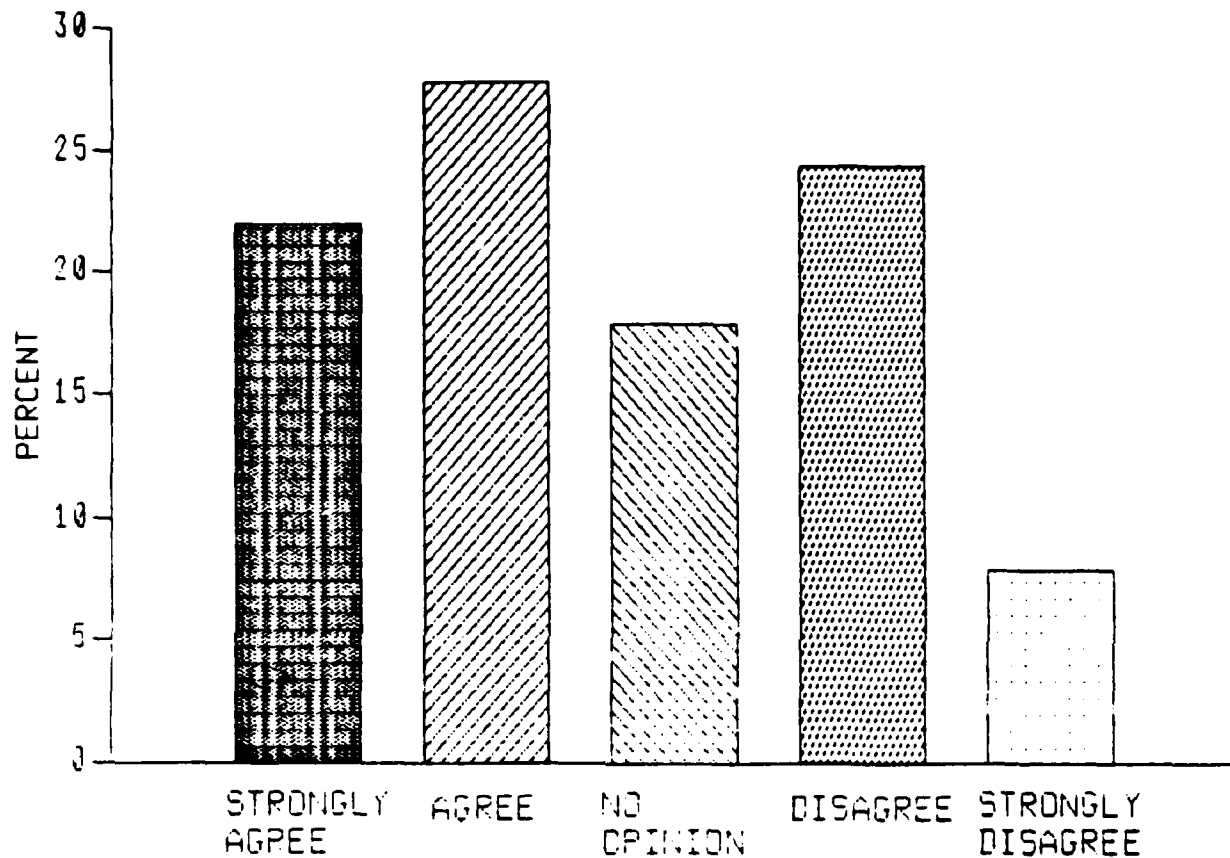
QUESTION 15: Nurse cadets should have the option of selecting which summer camp to attend (e.g. Advanced Camp or Nurse Summer Training Program).

RESPONSE(%)	PMS	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Strongly Agree	18.4	21.2	23.5	22.7	20.4	22.0
B. Agree	32.3	27.0	29.6	27.4	27.1	27.8
C. No Opinion	16.7	17.8	17.3	18.7	19.2	18.0
D. Disagree	24.0	26.1	22.4	24.9	22.3	24.3
E. Strongly Disagree	8.7	7.9	7.2	6.4	11.0	7.9

BETTER MANAGEMENT IF NURSES
COMMISSIONED BRANCH UNASSIGNED
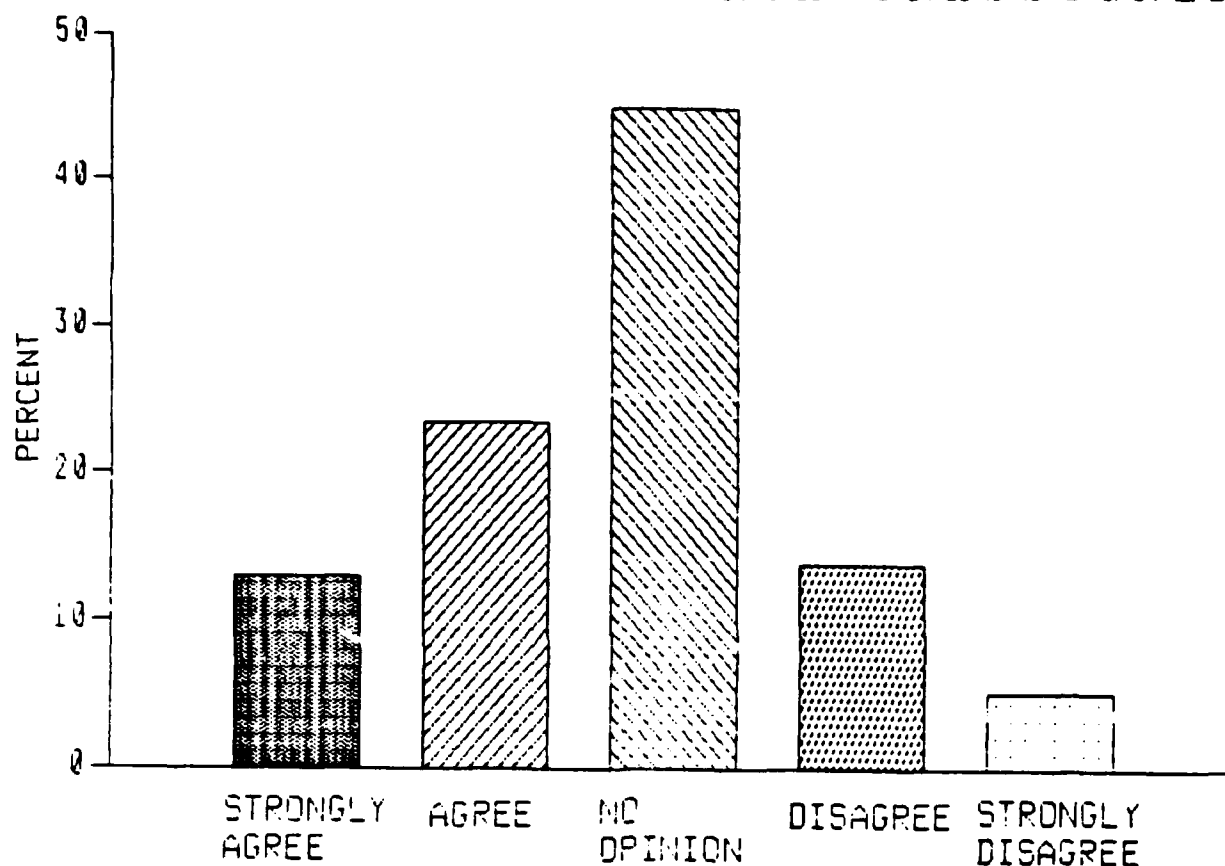
QUESTION 16: Nurse cadet management would be enhanced if nurses were commissioned "branch unassigned" until after passing their state board examinations.

RESPONSE(%)	PMS	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Strongly Agree	6.6	13.2	9.2	12.3	15.6	12.9
B. Agree	18.4	33.6	33.6	33.3	32.9	23.5
C. No Opinion	56.6	30.0	31.2	31.9	26.5	44.8
D. Disagree	12.8	20.5	23.0	20.1	21.3	13.7
E. Strongly Disagree	5.6	2.7	3.0	2.5	3.6	5.1

A-16

MMS SHOULD REDUCE ROLE OF REGION
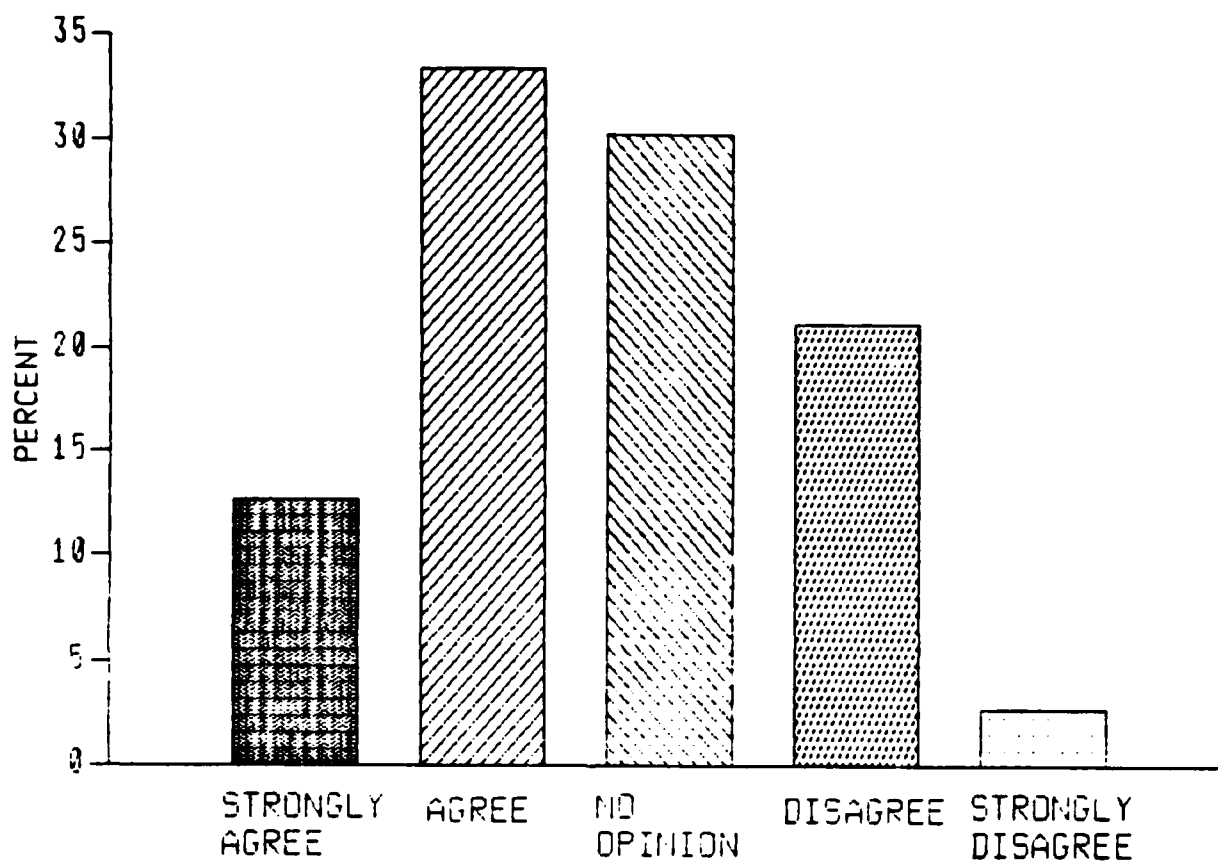
QUESTION 17: The fielding of a real time automated mission management system, with the capability of direct transmission to DCSROTC, should result in the role of Region Headquarters being reduced.

RESPONSE(%)	PPS	OFF	ENL	ALL
A. Strongly Agree	16.4	11.0	15.3	12.6
B. Agree	36.2	36.0	29.3	33.4
C. No Opinion	13.0	24.2	39.8	30.2
D. Disagree	30.0	25.3	14.1	21.0
E. Strongly Disagree	4.4	3.5	1.5	2.8

A-17

CHANGE IG NAMES TO GENERIC TERM
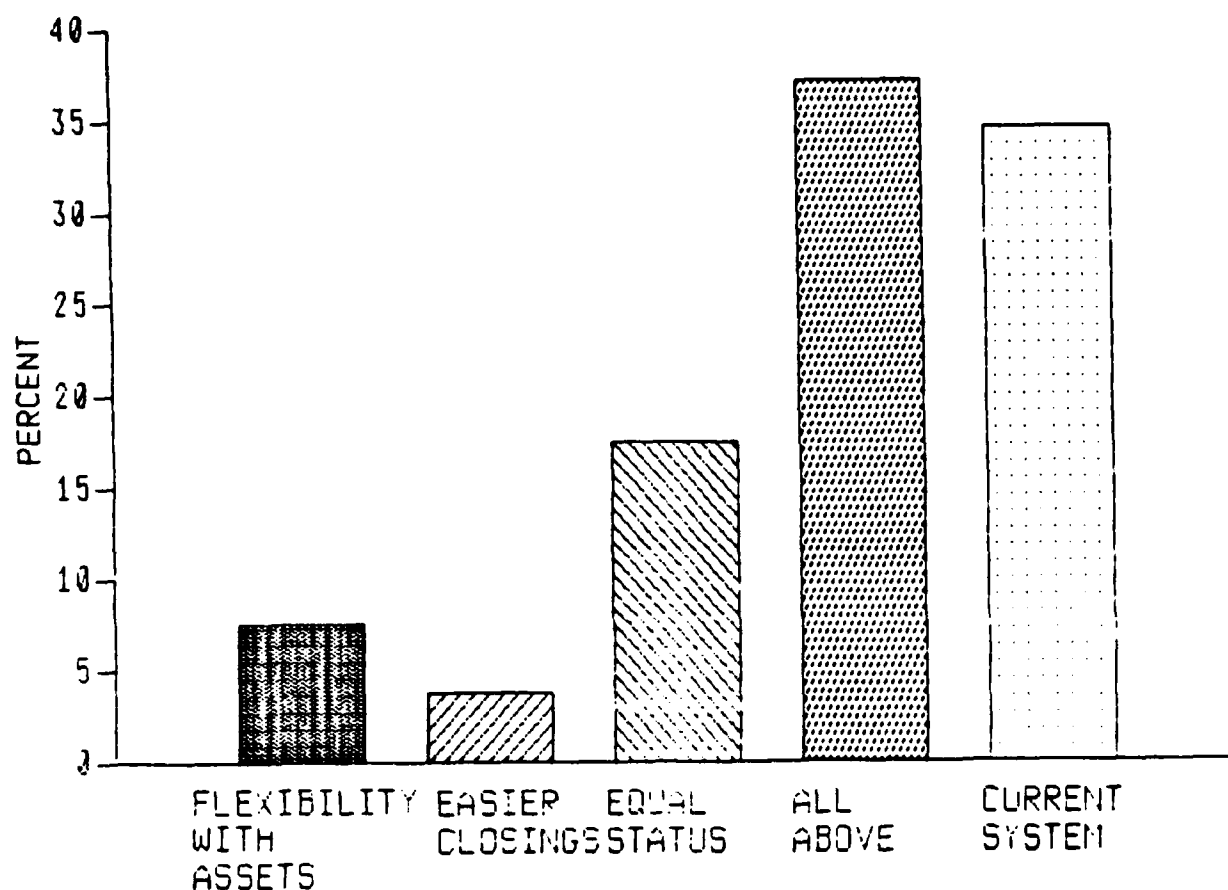
QUESTION 18: A change from the terms "host", "extension" and "cross-enrolled" to a single generic term would provide the ROTC system with the:

RESPONSE(%)	PMS	HOST	EXT-CTR	CROSS-ENROLLED	ALL
A. Flexibility to move assets in response to need.	4.5	6.8	9.8	12.7	7.4
B. Ability to more easily "close" a non producing institution.	2.1	4.0	2.3	2.5	3.8
C. Ability to promote the feeling of equal ROTC status to all academic institutions.	9.0	16.2	24.5	27.8	17.4
D. All the above.	34.9	36.1	42.2	48.1	37.1
E. Current terms should remain as they are.	49.5	37.0	21.2	8.9	34.3

JROTC IN GO TO COLLEGE SCHOOLS

Bar chart with y-axis "PERCENT" (0 to 50) and three bars:
- HELP A LOT: ~44
- HELP SOME: ~36
- NO HELP: ~20
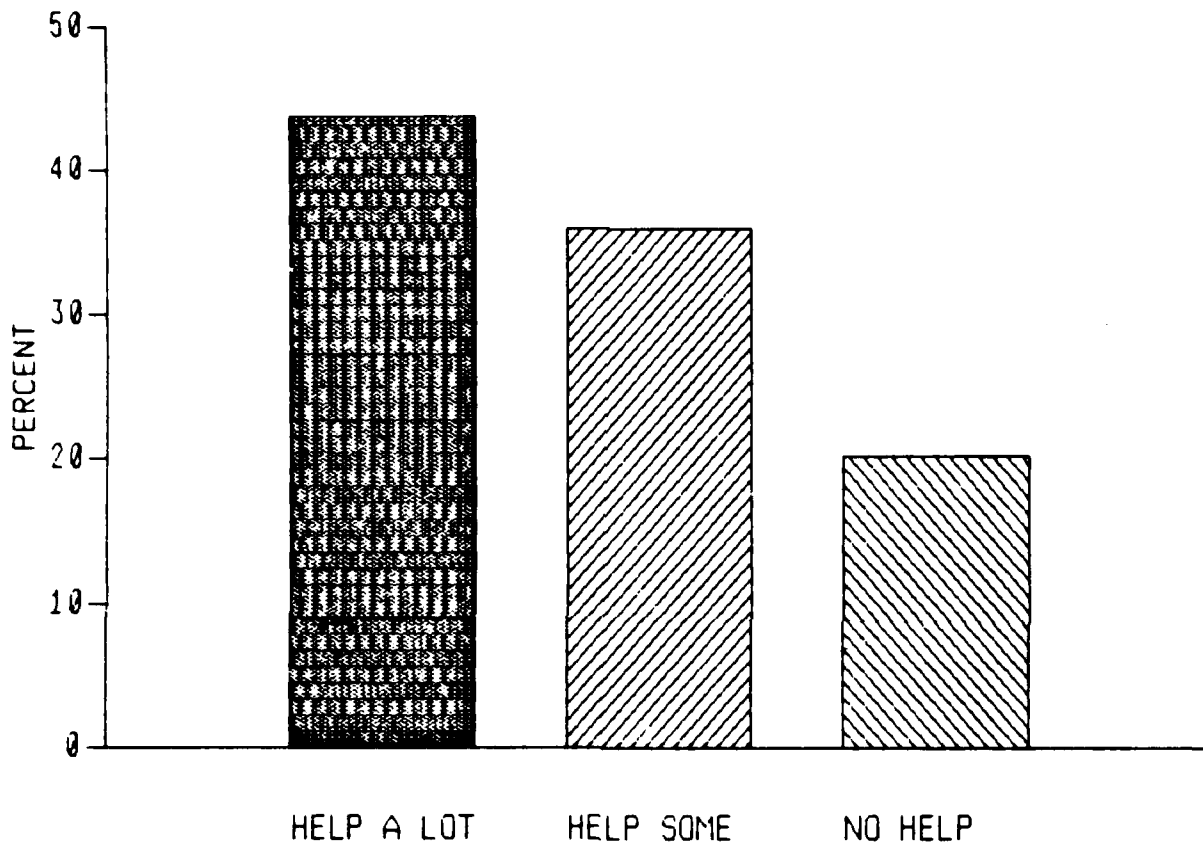
QUESTION 19: Would expansion of the JROTC program to high schools with a high "go to college" rate help in the recruiting effort for Senior ROTC.

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Help a Lot.	28.5	58.6	34.4	59.7	55.1	33.2	43.8
B. Help Somewhat.	39.5	30.7	39.3	31.5	35.7	41.5	35.9
C. Little or No Help.	32.0	10.6	26.3	8.8	9.2	25.3	20.3

IMPORTANCE
OF ROTC DUTY
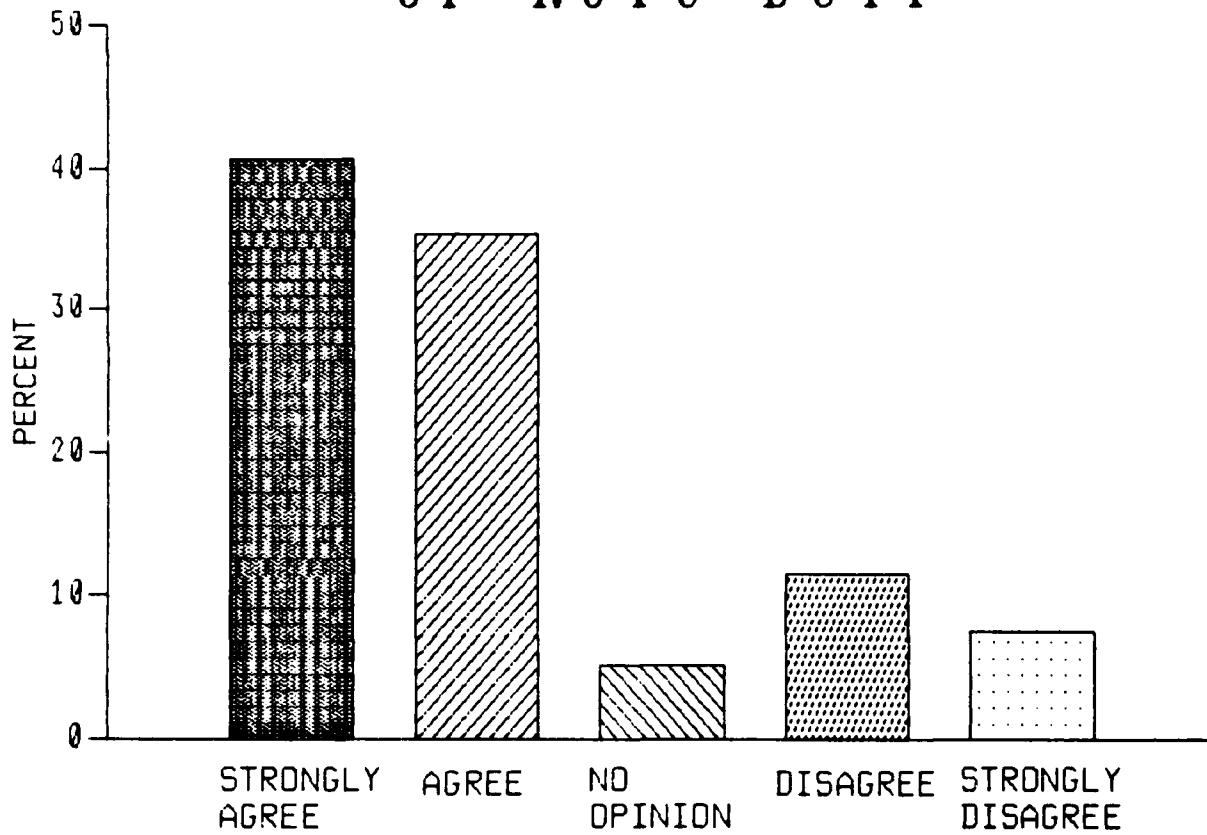
QUESTION 20: I am performing one of the Total Army's most important functions by being assigned to ROTC duty.							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	58.0	37.1	42.8	45.5	42.0	60.5	40.6
B. Agree	31.1	32.2	37.2	32.5	23.0	30.8	35.3
C. No Opinion	1.4	7.6	3.7	5.4	13.0	3.0	5.2
D. Disagree	7.2	11.8	11.4	9.0	10.0	3.8	11.5
E. Strongly Disagree	2.4	11.4	5.0	7.6	12.0	1.9	7.4

ROTC IS CAREER ENHANCING
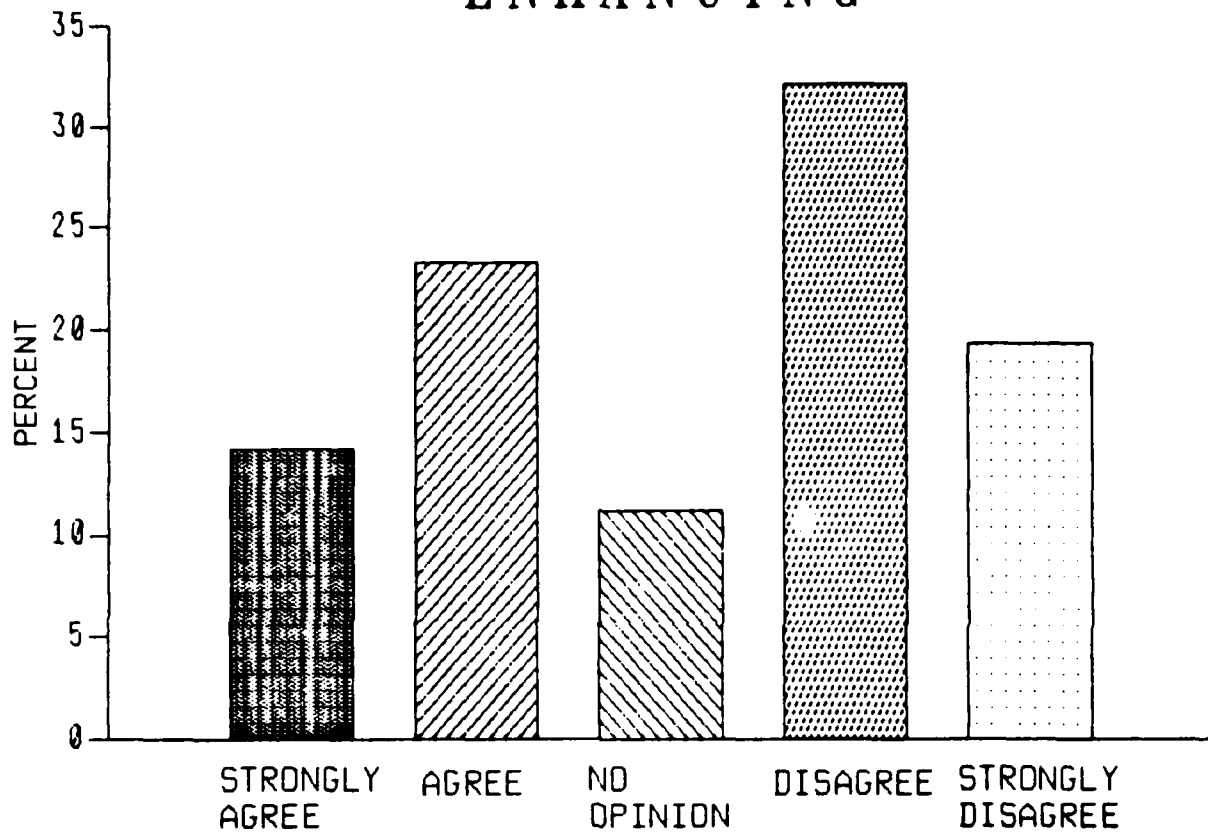
QUESTION 21: I consider an ROTC assignment to be career enhancing.

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	3.1	24.5	7.9	25.8	16.8	22.2	14.3
B. Agree	14.4	26.1	21.6	25.3	24.8	35.3	23.2
C. No Opinion	6.8	11.9	10.8	12.2	13.9	10.9	11.3
D. Disagree	42.1	22.4	37.9	23.8	26.7	22.6	32.0
E. Strongly Disagree	33.6	15.1	21.9	12.9	17.8	9.0	19.3

A-21

HOST INSTITUTION
PERCEPTION
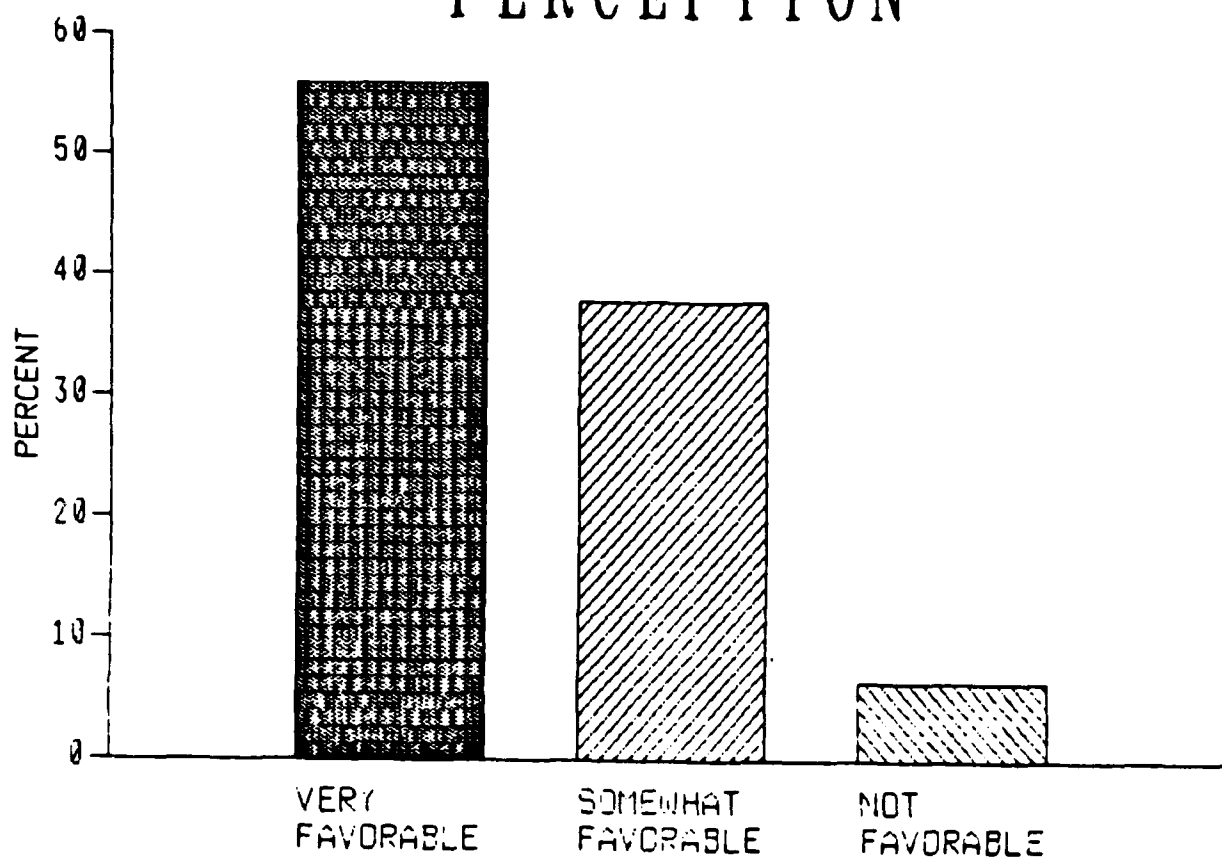
QUESTION 22: How favorably is your ROTC Instructor Group perceived by the institution to which you are assigned?							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Very Favorably	67.7	54.7	56.6	57.7	48.5	55.5	55.9
B. Somewhat Favorably	30.9	37.4	38.3	36.9	41.6	37.4	37.9
C. Not Favorably at all	1.4	7.9	5.1	5.4	9.9	7.2	6.2

ROTC DUTY SHOULD PROVIDE
OPPORTUNITY FOR EDUCATION

QUESTION 23: An assignment to ROTC duty should afford the opportunity to further one's educational self-development.							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	31.3	50.0	44.6	54.4	44.0	48.7	46.7
B. Agree	49.8	34.5	37.8	34.8	32.0	32.1	36.4
C. No Opinion	3.1	5.5	3.6	3.9	7.0	3.8	4.3
D. Disagree	11.7	6.4	8.9	4.9	9.0	7.9	8.0
E. Strongly Disagree	4.1	3.7	5.1	2.0	8.0	7.5	4.6

A-23

PROFESSIONAL DEVELOPMENT

Bar chart with PERCENT on y-axis (0 to 50) and categories on x-axis: MS, 2ND MS, ARMY CORR CRS, PHD, 2ND JOB, 2 OF ABOVE, NONE.
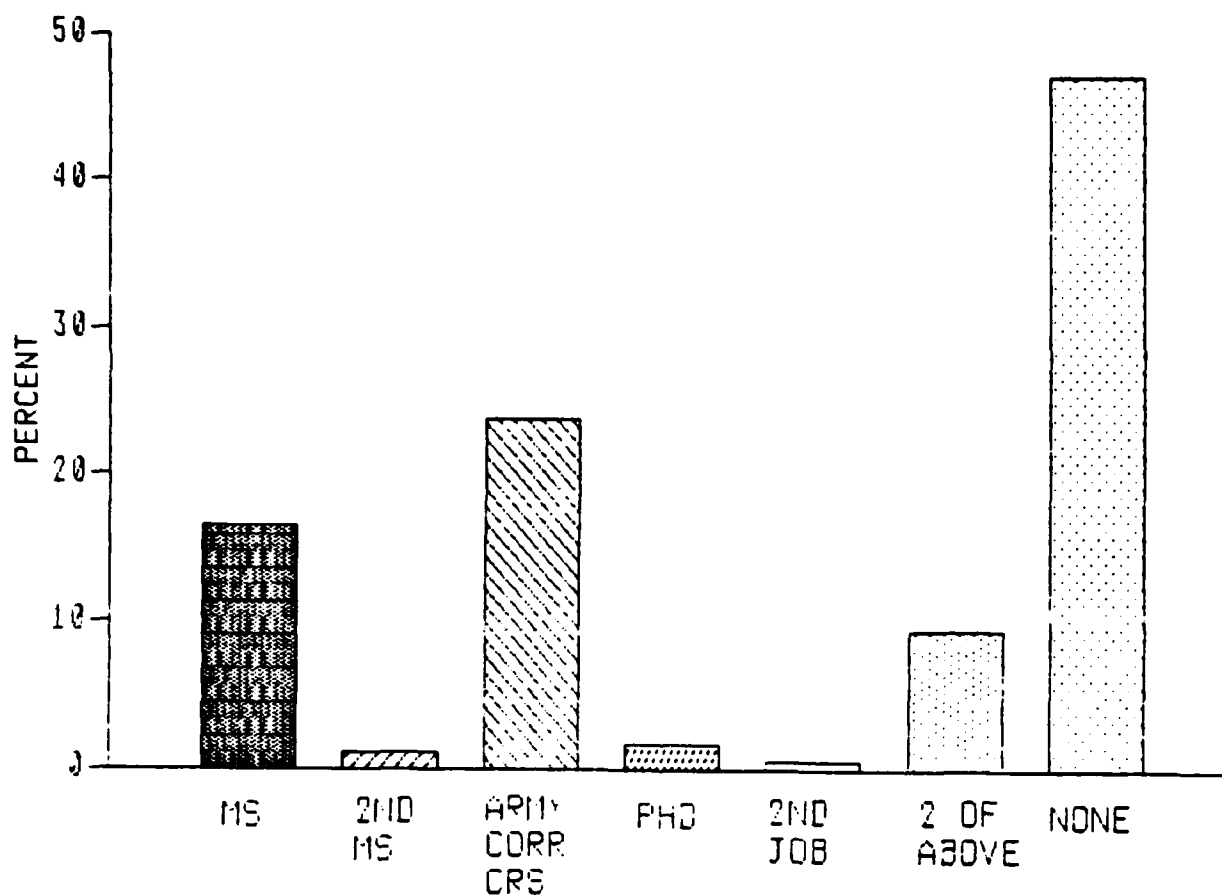
QUESTION 24: In addition to my ROTC duties, I am currently:				
RESPONSE(%)	PMS	OFF	ENL	ALL
A. Pursuing a first Master's Degree.	.0	16.4	5.4	12.2
B. Pursuing a second Master's Degree.	1.0	1.1	1.1	1.2
C. Enrolled in CAS3/CGSC/War College correspondence course.	5.8	23.7	.8	14.9
D. Pursuing a PhD or professional degree.	1.7	1.7	2.1	1.9
E. Engaged in a second job.	.7	.6	4.8	2.3
F. Two of more of the above.	1.0	9.4	2.1	6.6
G. None of the above.	89.8	47.1	83.6	60.9

MOST USEFUL
SCHOLARSHIP OPTIONS
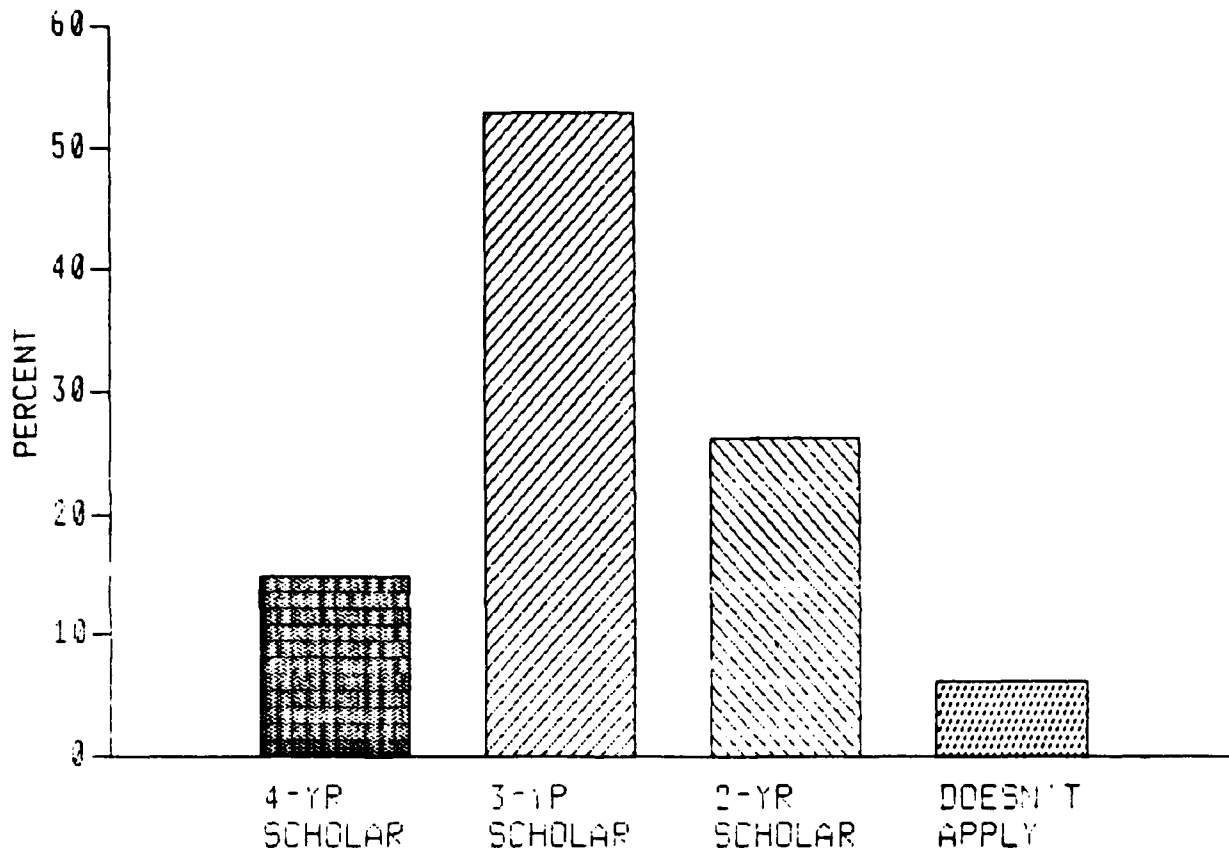
QUESTION 25: We currently have several scholarship options available. Which of the following options is the most helpful to you in your recruiting efforts?

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Four year scholarships.	8.6	8.8	24.2	12.3	15.9	7.2	14.8
B. Three year scholarships.	68.0	60.7	40.2	63.1	52.2	57.7	52.9
C. Two year scholarships.	23.4	29.3	21.5	17.9	25.6	31.6	26.2
D. Does not apply, I am not familiar with scholarship programs.	.0	1.1	13.9	6.7	6.3	3.6	6.1

NON-SCHOLARSHIP INCENTIVES

PERCENT

70
60
50
40
30
20
10

INCREMENT SUBST — DECREASE PME RQTS — UNIFORMS MSI & MSII — MORE ADVENTURE TRAINING — CONTRACT BASIC COURSE — OTHER
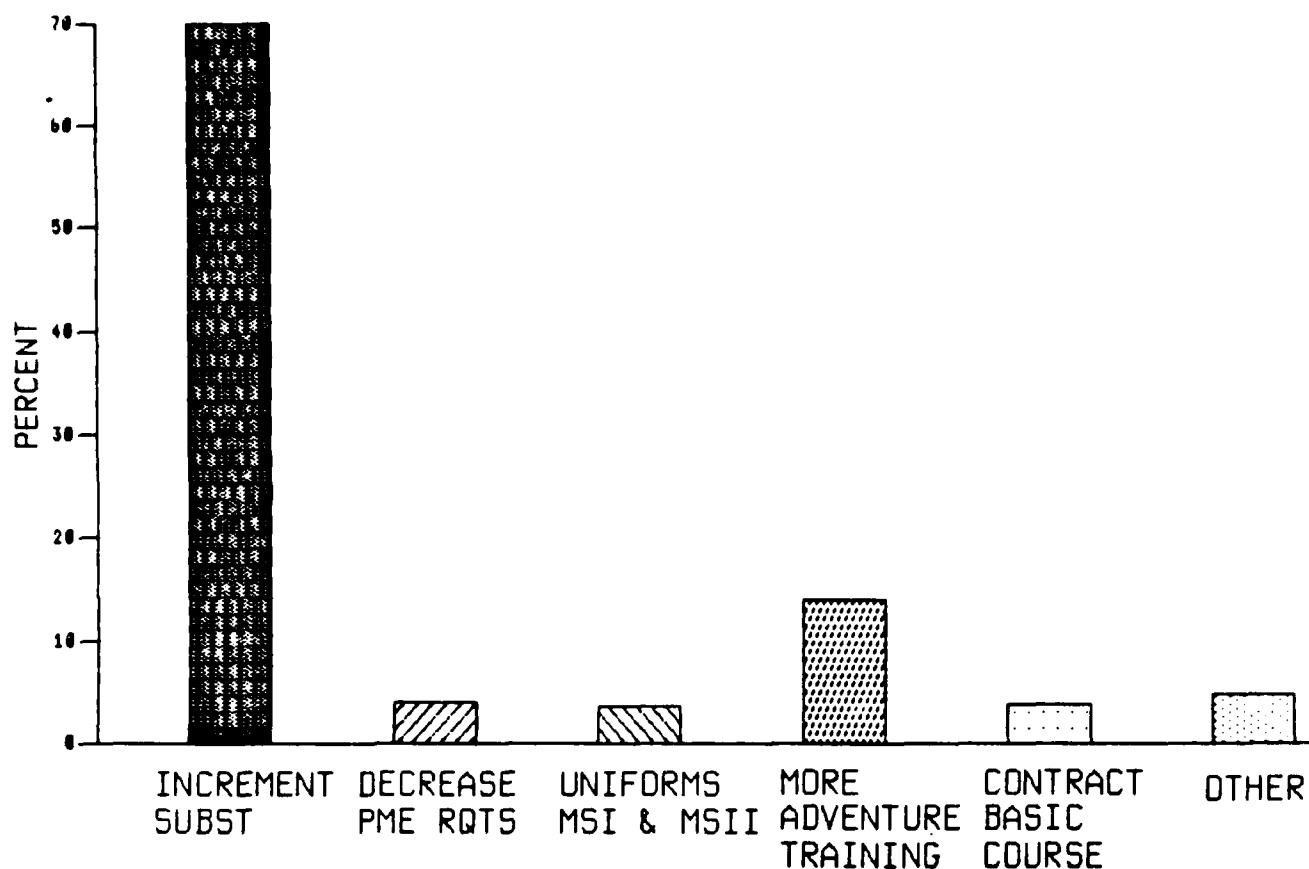
QUESTION 26: There is a need to attract more non-scholarship cadets into the ROTC Program. Which one of the following incentives would best accomplish this purpose?

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Obtain congressional approval for the Army's proposal to increase the monthly subsistence allowance for MS III and IV cadets to $200 and pay $100 per month substance allowance to MS I and II cadets.	82.5	77.1	58.5	67.7	70.0	69.8	69.9
B. Decrease PME requirements for the program in view of increasing academic demands on the cadets.	2.1	2.8	5.5	4.6	4.1	2.9	3.9
C. Provide uniforms for all MS I and II cadets.	1.7	2.1	5.6	3.6	3.5	3.9	3.5
D. Restructure the POI for MS I and II to allow more action oriented adventure type training.	3.8	9.7	21.3	14.9	13.7	15.9	14.0
E. Contracts for Basic Course cadets.	1.0	2.0	6.6	5.1	3.9	3.2	3.8
F. Other.	8.9	6.3	2.5	4.1	4.9	4.2	4.8

ABILITY TO MEET MISSION
W/O TARGETING ACADEMIC DISCIPLINE
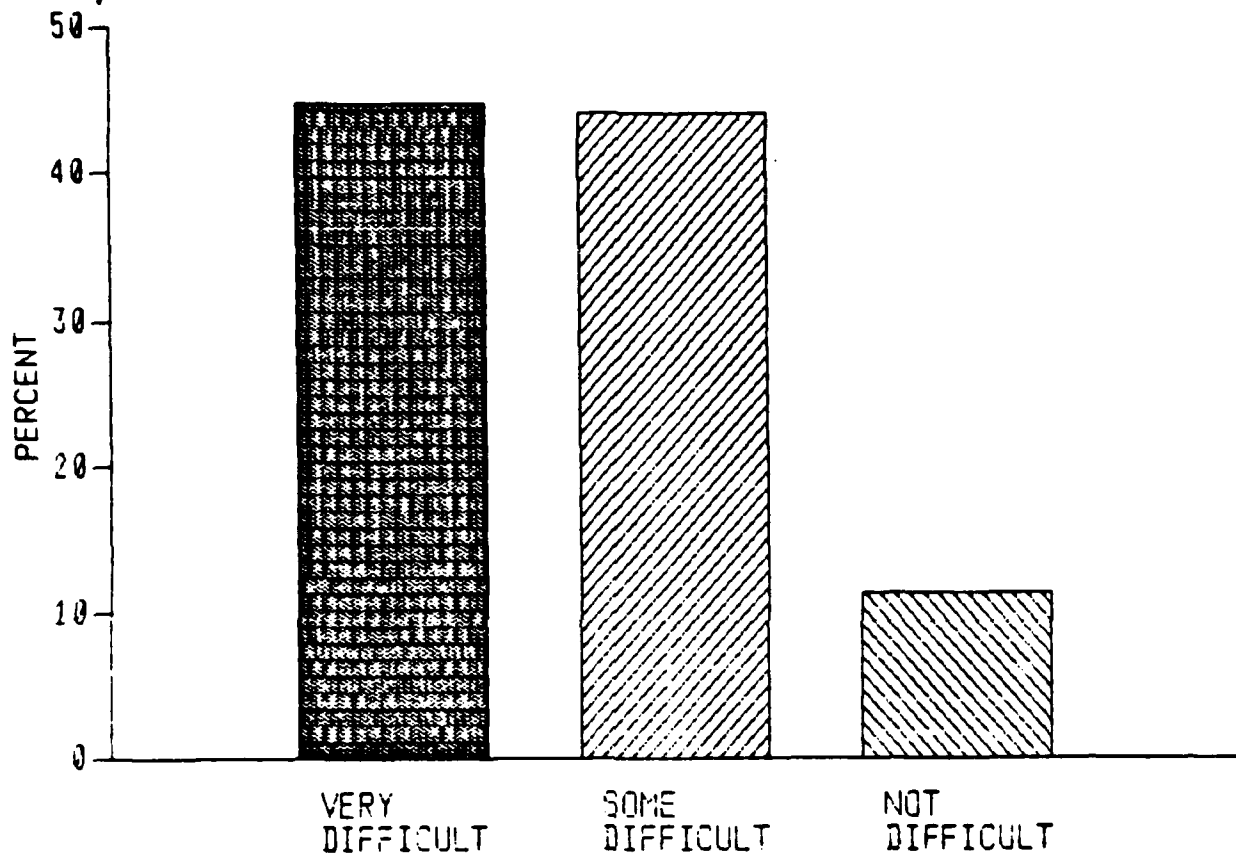
QUESTION 27: How difficult would it be to meet the production mission for science, engineering and nursing disciplines if a certain percentage of scholarships were not targeted toward these academic areas?

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Very difficult.	45.5	45.1	44.5	45.8	45.4	39.3	44.7
B. Somewhat difficult.	43.4	42.5	46.1	45.8	43.5	47.2	44.0
C. Not at all difficult.	11.1	12.4	9.4	8.3	11.1	13.4	11.3

ADVANCE MISSION ASSIGNMENT
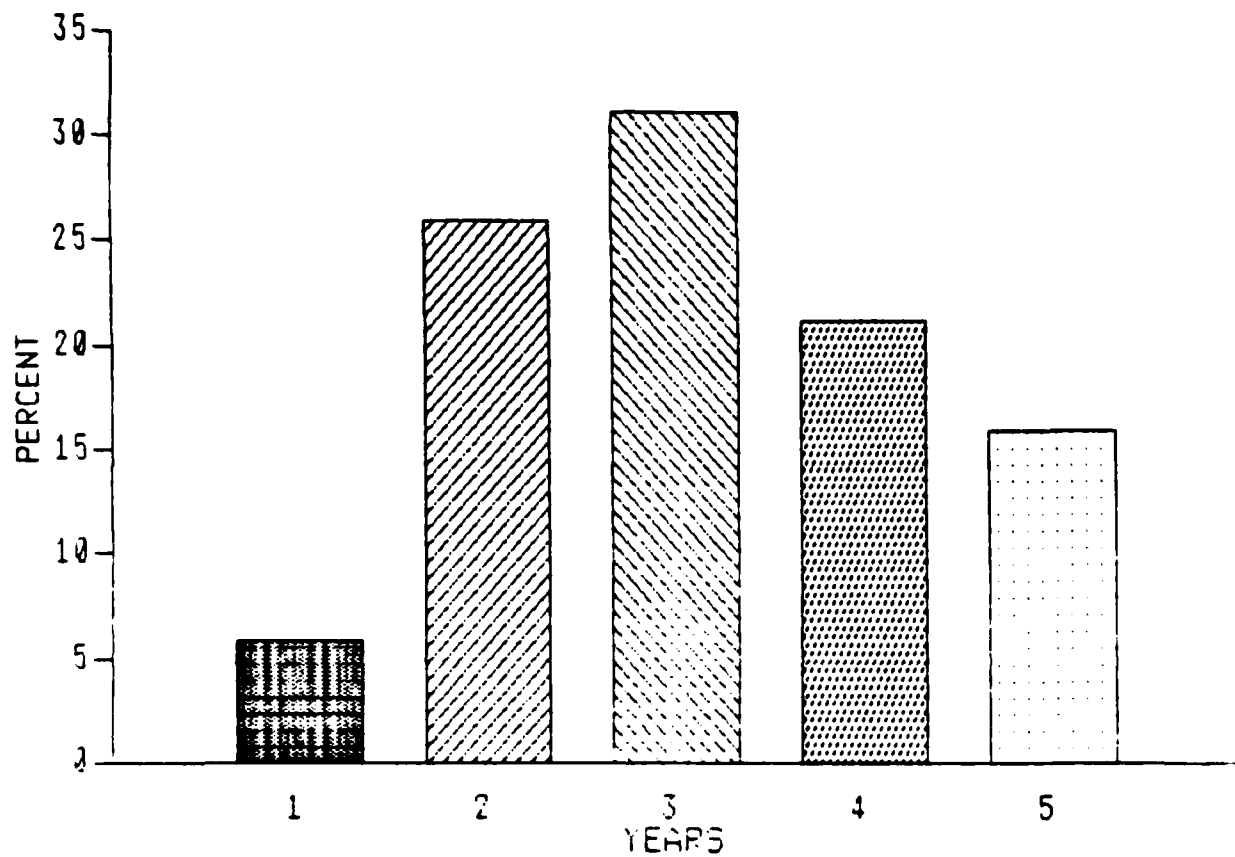
QUESTION 28: In order to meet its out year lieutenant production mission, an Instructor Group must be provided the mission in advance. The ideal number of years in advance should be:

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. 1	4.8	4.4	8.1	3.5	5.4	9.8	5.9
B. 2	16.4	22.4	31.7	21.6	25.8	26.1	26.0
C. 3	34.9	32.3	29.4	28.6	30.9	30.7	31.1
D. 4	23.6	21.9	19.9	26.6	21.3	20.9	21.2
E. 5	20.2	19.0	10.9	19.6	16.5	12.4	15.9

HS RECRUITING
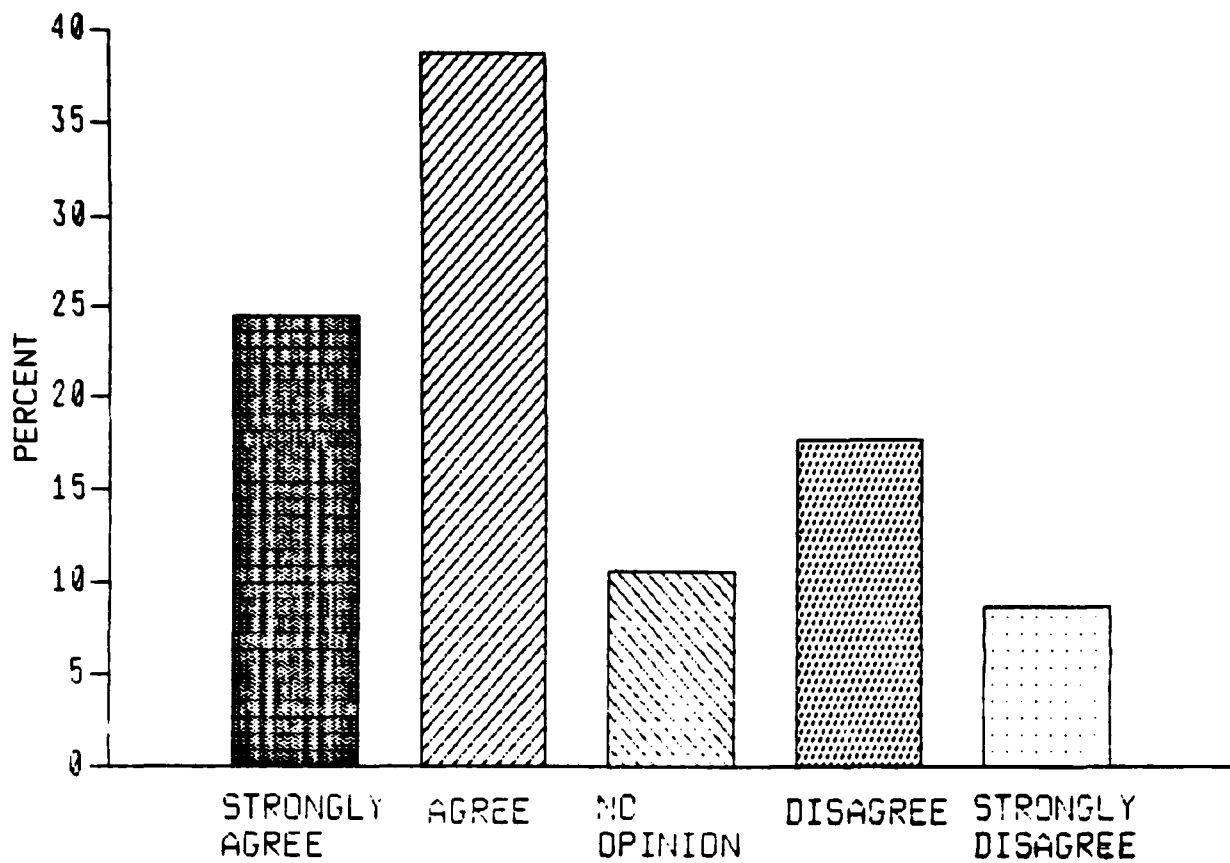
QUESTION 29: Recently, there has been increased emphasis placed on expanding ROTC recruiting efforts into high school market. Recruiting in this market will significantly assist my Instructor Group in making its commissioning mission:

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Strongly Agree	23.6	20.7	30.3	29.1	24.3	23.0	24.4
B. Agree	36.3	36.8	41.9	40.8	39.0	37.9	38.8
C. No Opinion	4.8	7.1	16.1	8.7	10.4	10.7	10.6
D. Disagree	21.6	23.2	9.0	18.4	17.5	20.4	17.7
E. Strongly Disagree	13.7	12.2	2.6	3.1	8.7	8.1	8.6

IG PRIMARY FOCUS
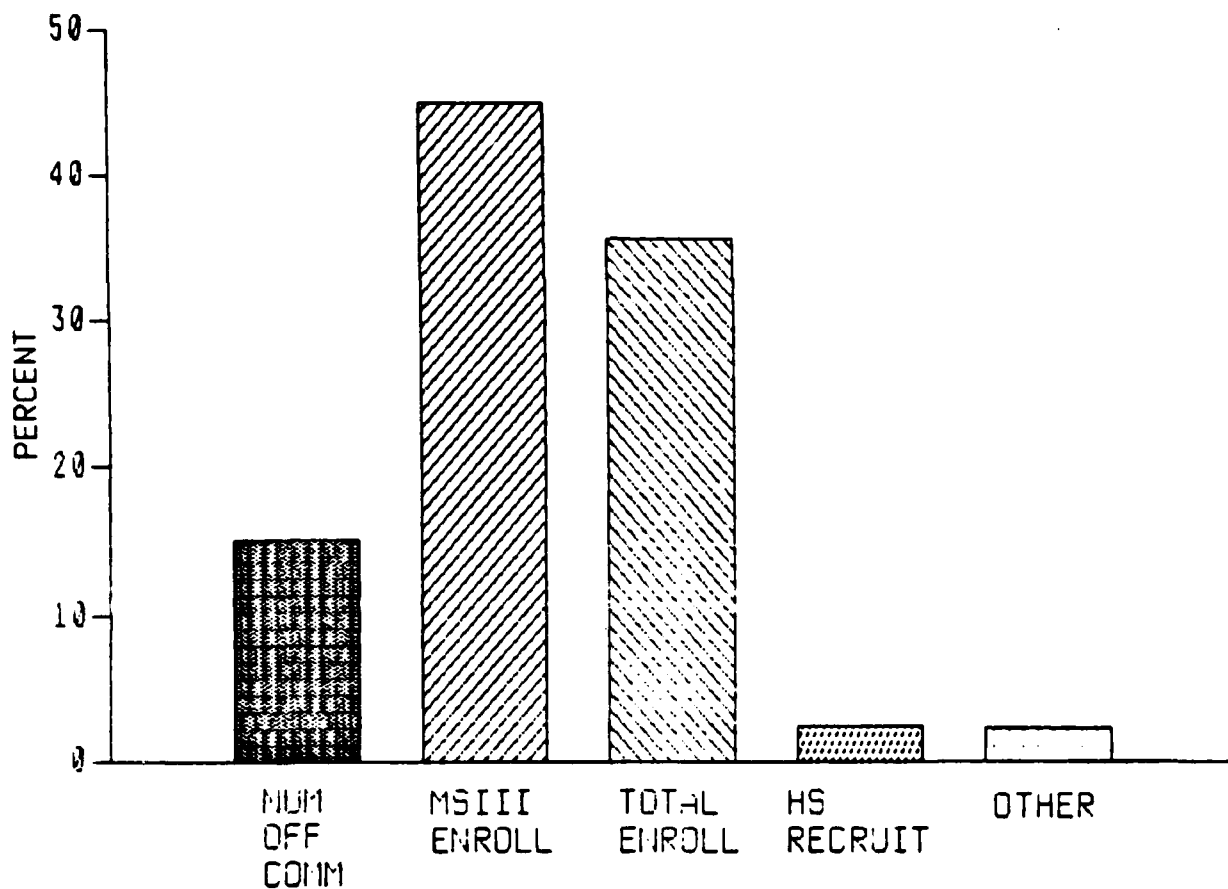
QUESTION 30: In our Instructor Group, the primary focus of our production mission is on:

RESPONSE(%)		PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A.	Number of officers commissioned.	11.6	12.6	18.8	17.2	15.2	11.5	15.0
B.	MS III enrollment.	55.8	52.9	32.1	29.8	45.3	44.6	44.8
C.	Total enrollment.	27.7	29.2	45.9	48.0	34.7	40.7	35.6
D.	High School recruiting.	2.1	2.4	2.2	3.0	2.6	1.3	2.4
E.	Other.	2.7	2.9	.9	2.0	2.2	2.0	2.2

IG EMPHASIS
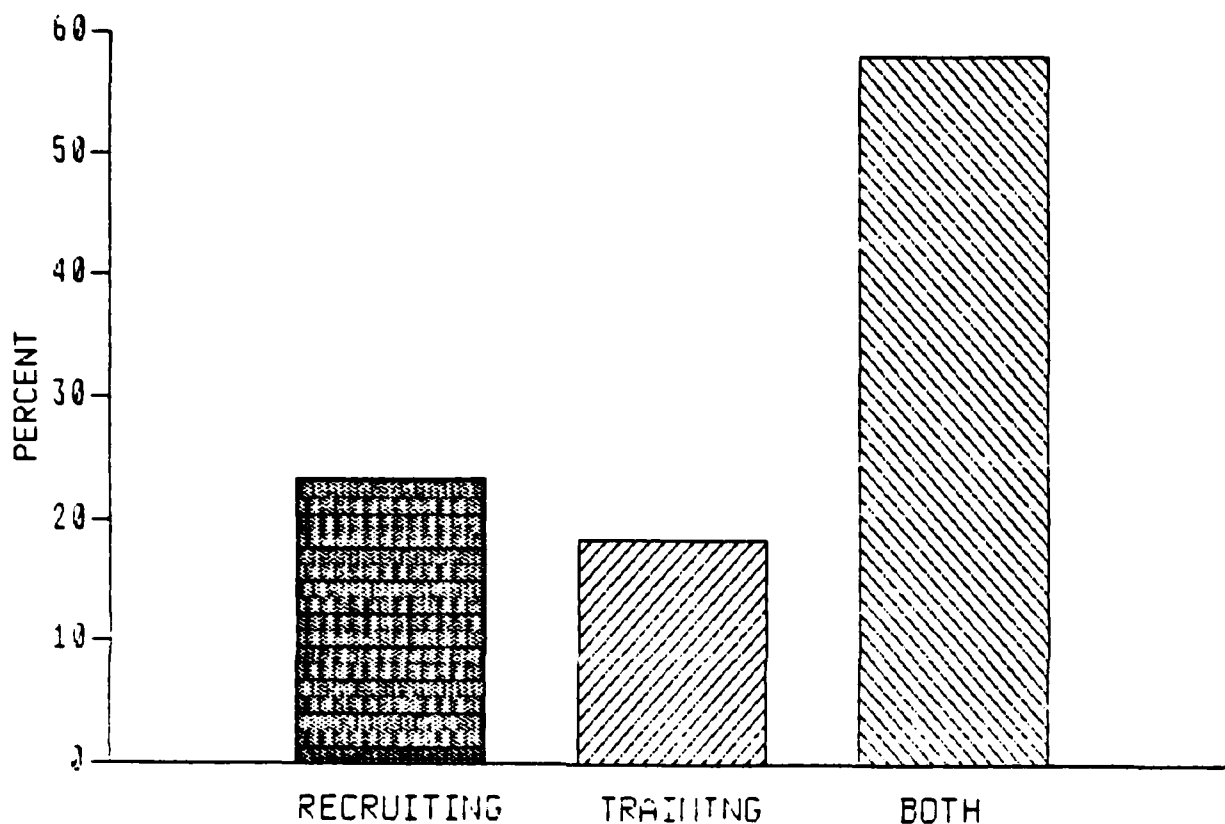
QUESTION 31: Which of the following receives the greatest emphasis in your Instructor Group?				
RESPONSE(%)	PMS*	OFF	ENL	ALL
A. Recruiting.	23.2	28.0	16.0	23.4
B. Training.	15.7	20.6	15.1	18.5
C. Both A and B equally.	61.1	51.4	69.0	58.2

IG EMPHASIS-IDEAL
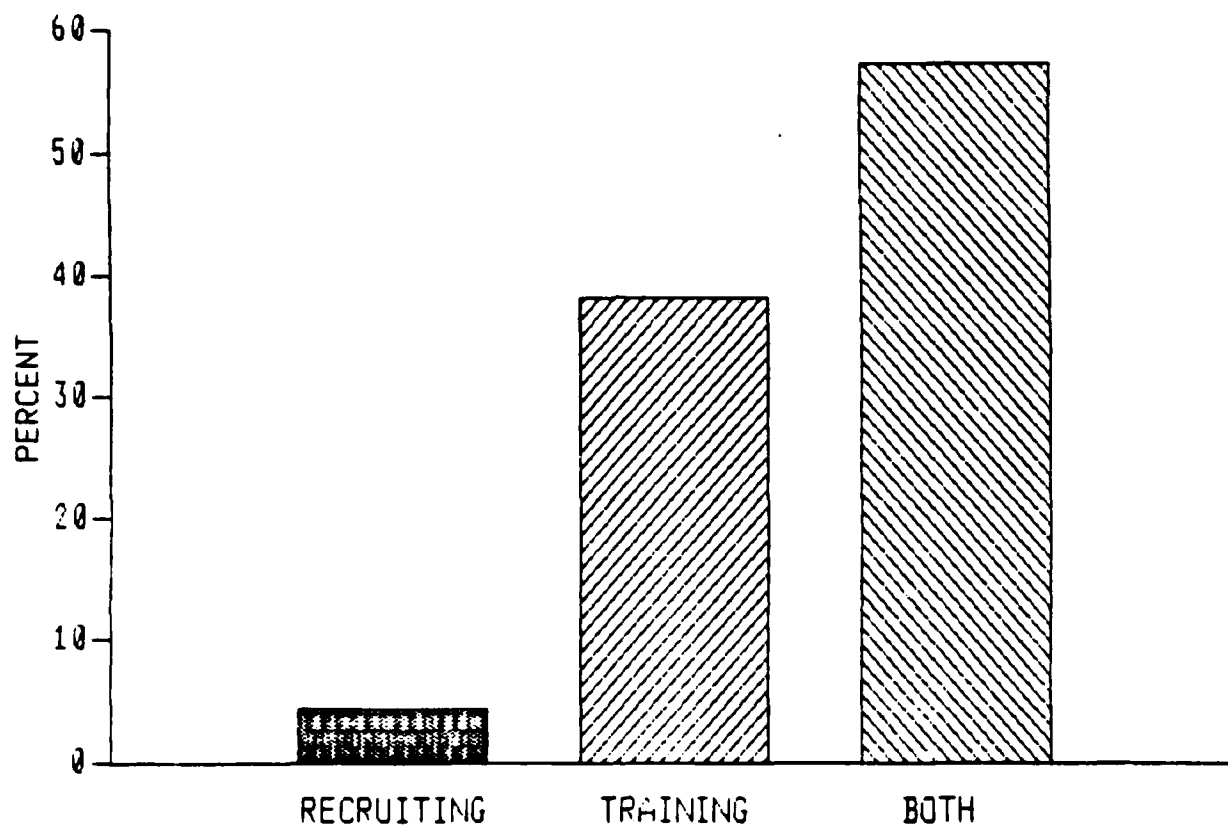
QUESTION 32: What do you feel should receive the greatest emphasis in an ROTC Instructor Group?				
RESPONSE(%)	PMS	OFF	ENL	ALL
A. Recruiting.	4.1	4.1	4.7	4.4
B. Training.	44.7	43.2	30.3	38.3
C. Both A and B equally.	51.2	52.6	65.1	57.3

QUALITY VS QUANTITY
If the Army increases quality will quantity decrease?

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Strongly Agree	28.5	33.0	27.6	34.5	31.0	30.3	31.0
B. Agree	45.7	43.2	37.1	41.1	40.7	40.0	40.7
C. No Opinion	2.1	2.9	16.8	8.1	8.1	9.0	8.2
D. Disagree	17.5	15.8	13.9	13.2	15.0	16.1	15.1
E. Strongly Disagree	6.2	5.2	4.6	3.0	5.1	4.5	5.0

A-33

MISSION HINDRANCES
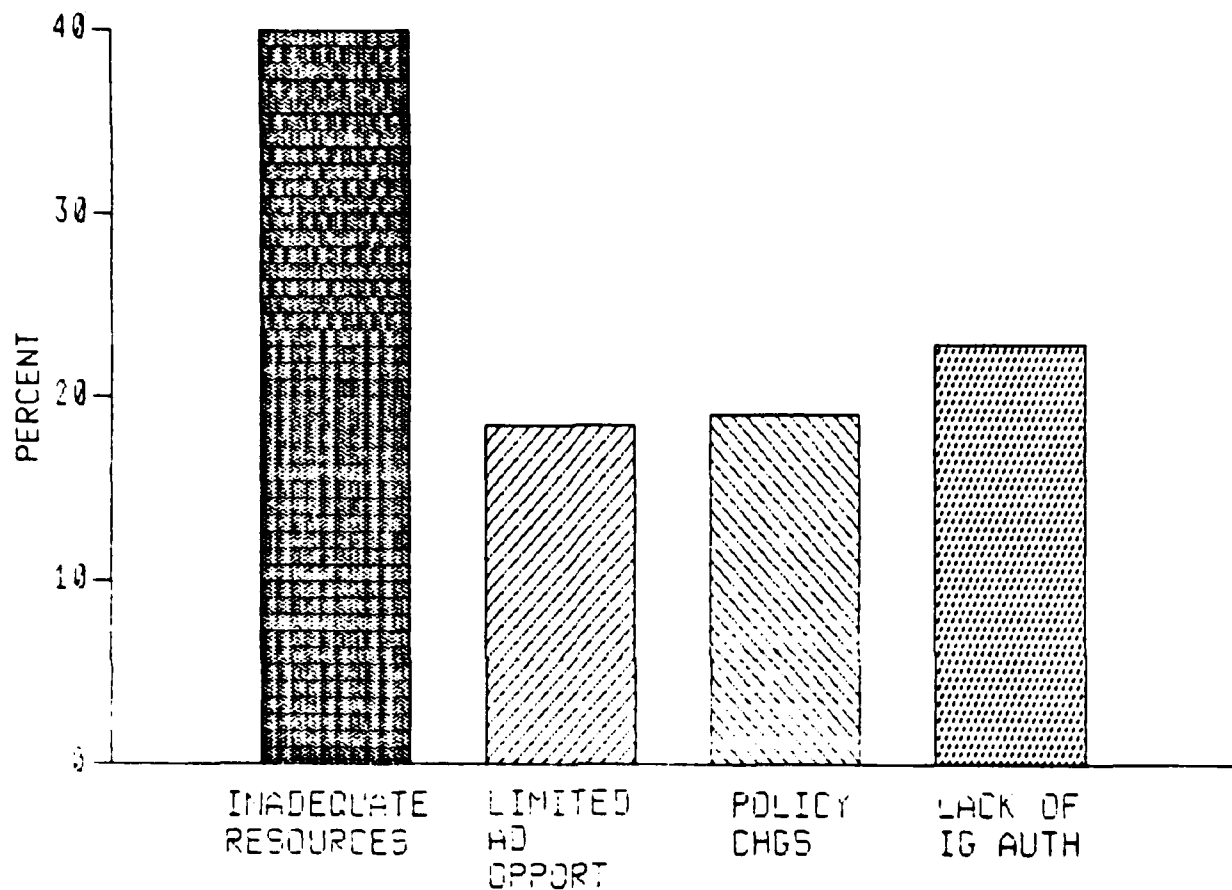
QUESTION 34: The single greatest hindrance to my Instructor Group's ability to accomplish its mission of commissioning officers is:

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Inadequate resources - both dollars and manpower.	42.5	40.5	38.9	38.3	39.3	44.1	40.0
B. The fact that virtually all increases in production will go to the Reserve components with the Active Duty opportunities remaining approximately the same or less than they are now.	19.3	18.9	17.3	33.7	18.1	19.3	18.3
C. Constant changes in policy.	14.4	18.4	19.9	15.0	19.1	17.6	19.0
D. Lack of authority at the Instructor Group level over scholarship applications, waivers and disenrollment decisions.	23.9	22.1	23.9	13.0	23.5	19.0	22.7

ADEQUATE QUALITY CONTROL
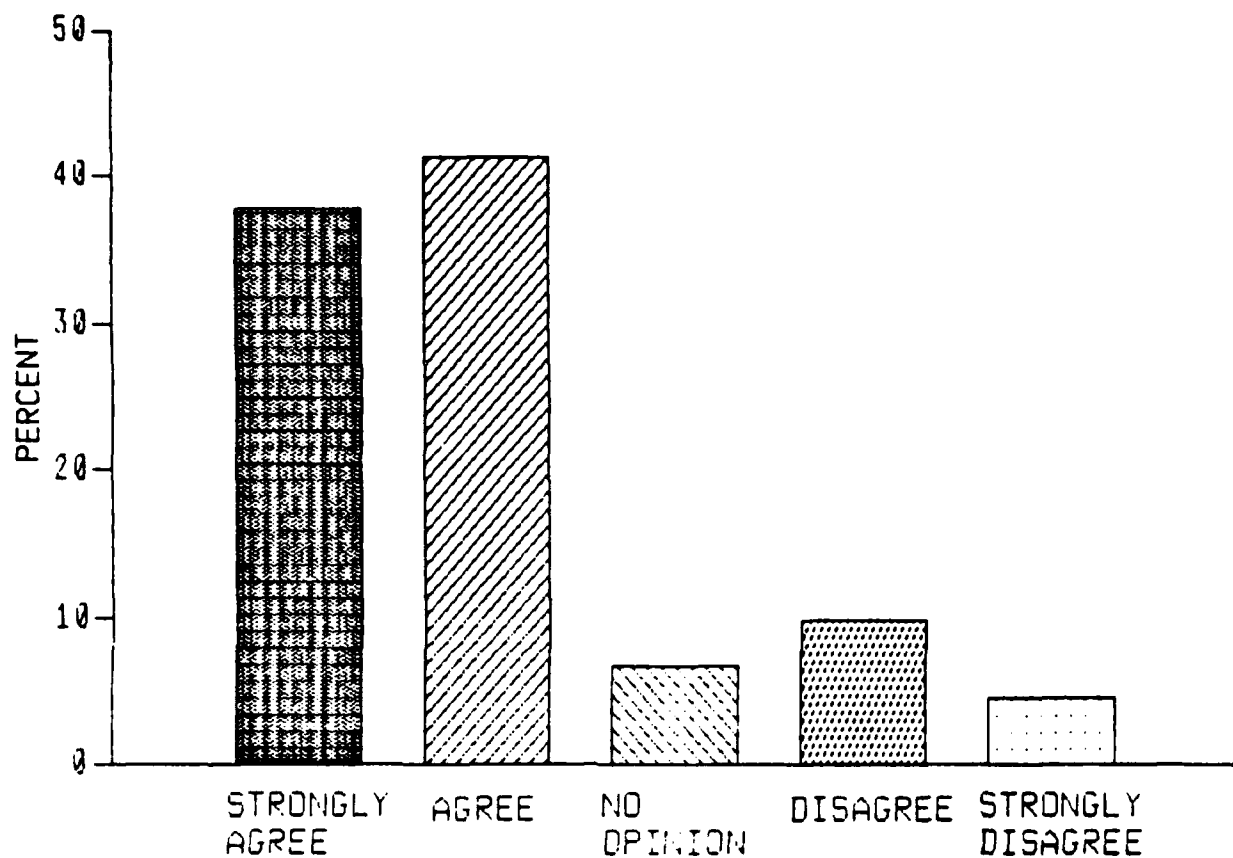
QUESTION 35:	There is a quality control program in my detachment which ensures that we only commission quality cadets.						
RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Strongly Agree	62.3	42.6	30.3	39.7	37.8	40.3	37.9
B. Agree	35.6	42.7	39.2	40.7	41.5	37.7	41.2
C. No Opinion	.3	3.1	12.1	6.0	6.7	4.5	6.6
D. Disagree	1.4	8.6	11.6	10.1	9.5	12.6	9.8
E. Strongly Disagree	.3	3.1	6.8	3.5	4.5	4.8	4.5

A-35

HIGHER PRIORITY FOR SOCIALIZATION
IN TRAINING PROGRAM
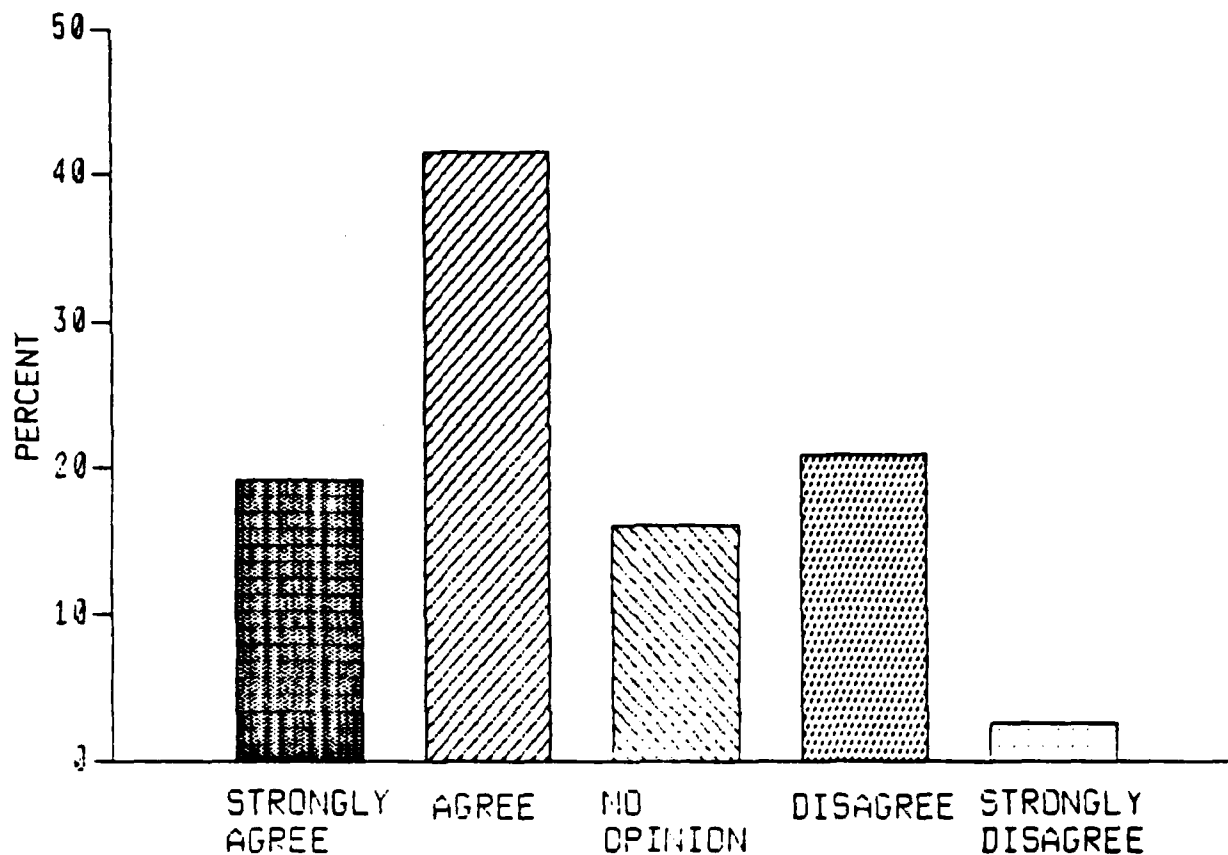
QUESTION 36: Socialization should receive a higher priority in the overall training program.

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	20.5	20.8	18.1	23.8	20.8	16.5	19.1
B. Agree	45.1	36.5	44.3	41.5	33.7	45.5	41.4
C. No Opinion	9.6	21.3	12.9	16.0	22.8	10.9	16.1
D. Disagree	23.9	18.5	22.6	17.2	18.8	25.6	20.9
E. Strongly Disagree	1.0	2.9	2.1	1.5	4.0	1.5	2.4

ABILITY TO FILL
ROLE AS MENTOR
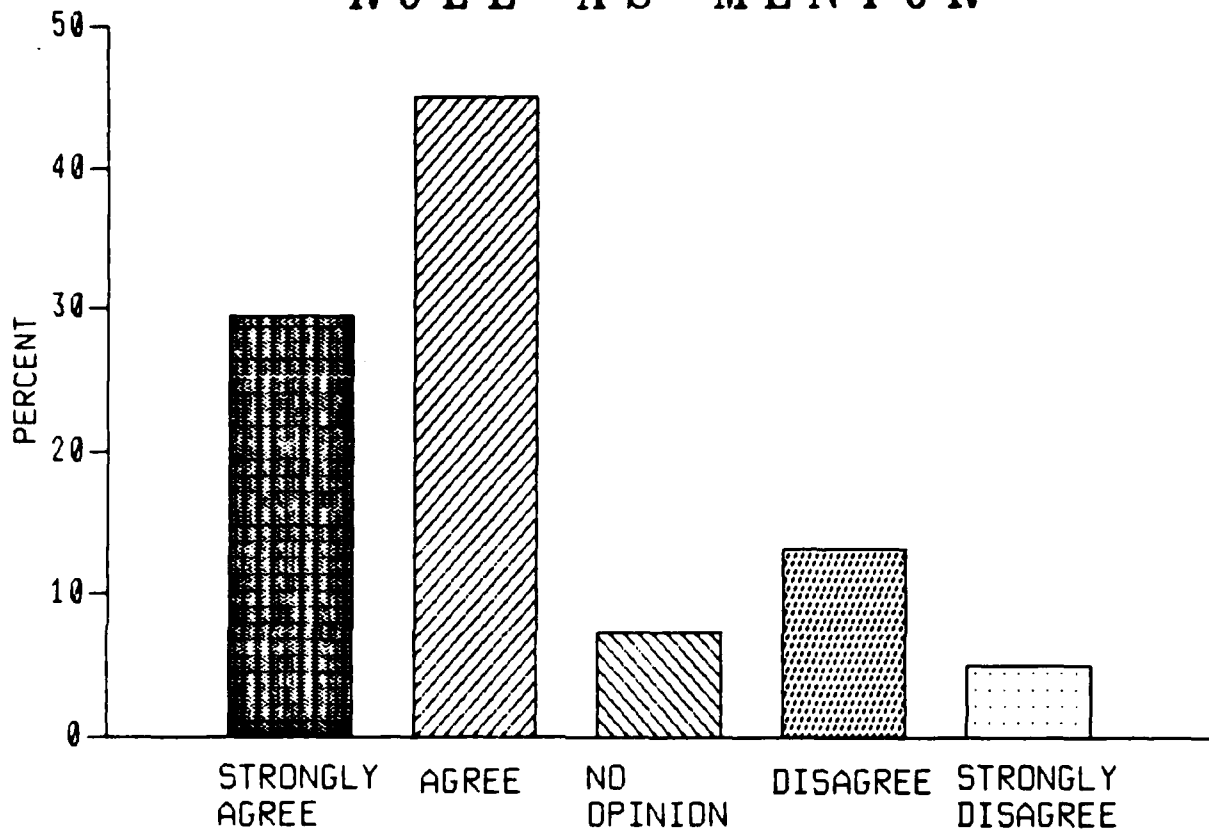
QUESTION 37: My current cadre responsibilities permit me to fulfill my role as a mentor to cadets.							
RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Strongly Agree	29.7	30.6	27.6	38.7	28.9	35.4	29.5
B. Agree	50.2	46.9	42.1	36.7	45.3	41.9	45.0
C. No Opinion	2.4	2.3	15.1	8.0	7.2	7.1	7.3
D. Disagree	13.7	14.8	10.9	11.1	13.4	11.4	-13.2
E. Strongly Disagree	4.1	5.4	4.4	5.5	5.1	4.2	5.0

SMALLER BASIC COURSE,
BETTER QUALITY, GREATER RETENTION
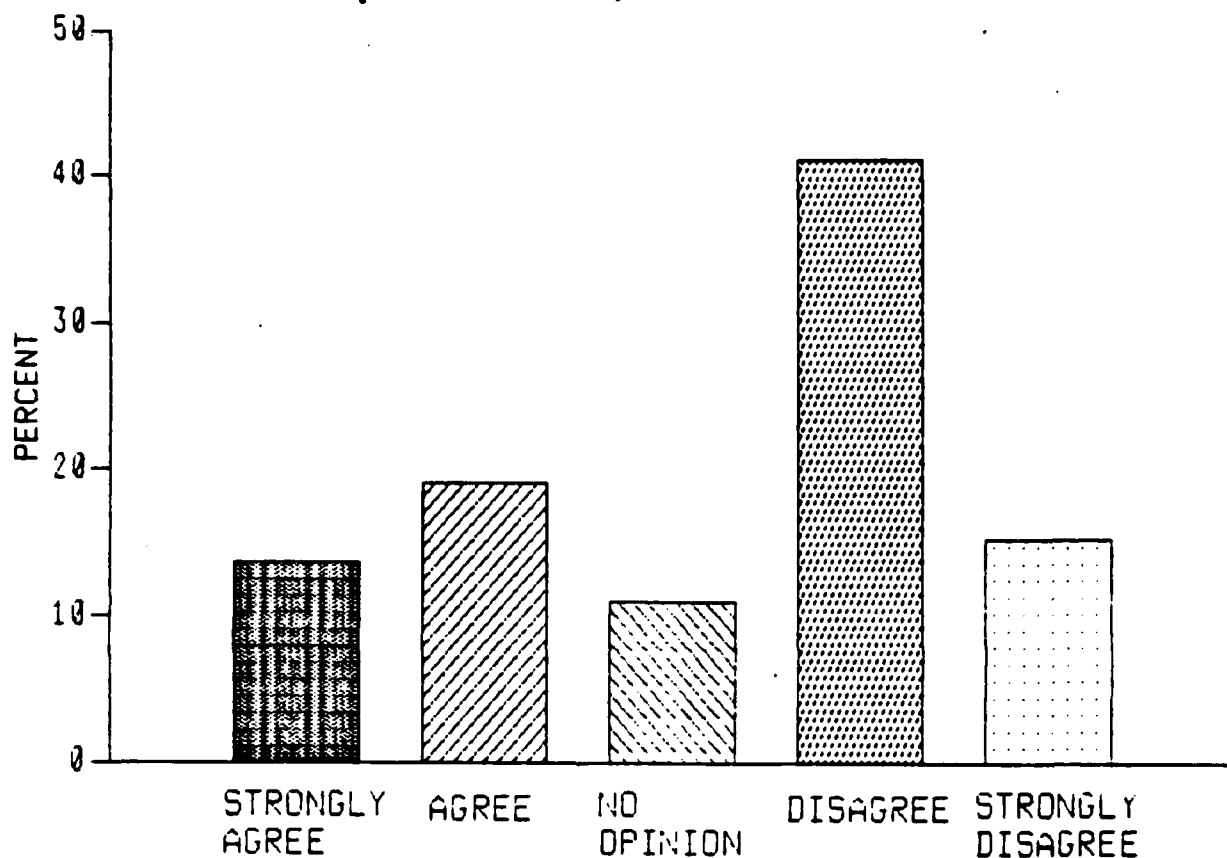
QUESTION 38: The enrollment of fewer Basic Course cadets would permit the cadre to give more individualized attention to those of highest quality and lead to a greater rate of retention into Advanced Course.

RESPONSE(%)	PMS	OFF	ENL	RBC	HOST	EXT-CTR	ALL
A. Strongly Agree	11.3	12.9	15.2	21.5	13.2	16.1	13.7
B. Agree	22.2	21.2	15.3	18.0	19.0	17.4	19.0
C. No Opinion	7.2	7.1	17.2	9.5	11.1	9.4	11.0
D. Disagree	37.5	41.0	41.2	39.0	40.8	44.8	41.1
E. Strongly Disagree	21.8	17.8	11.1	12.0	15.9	12.3	15.2

A-38

EMPHASIS ON QUALITY ENROLLMENT
WOULD LEAD TO HIGHER RETENTION
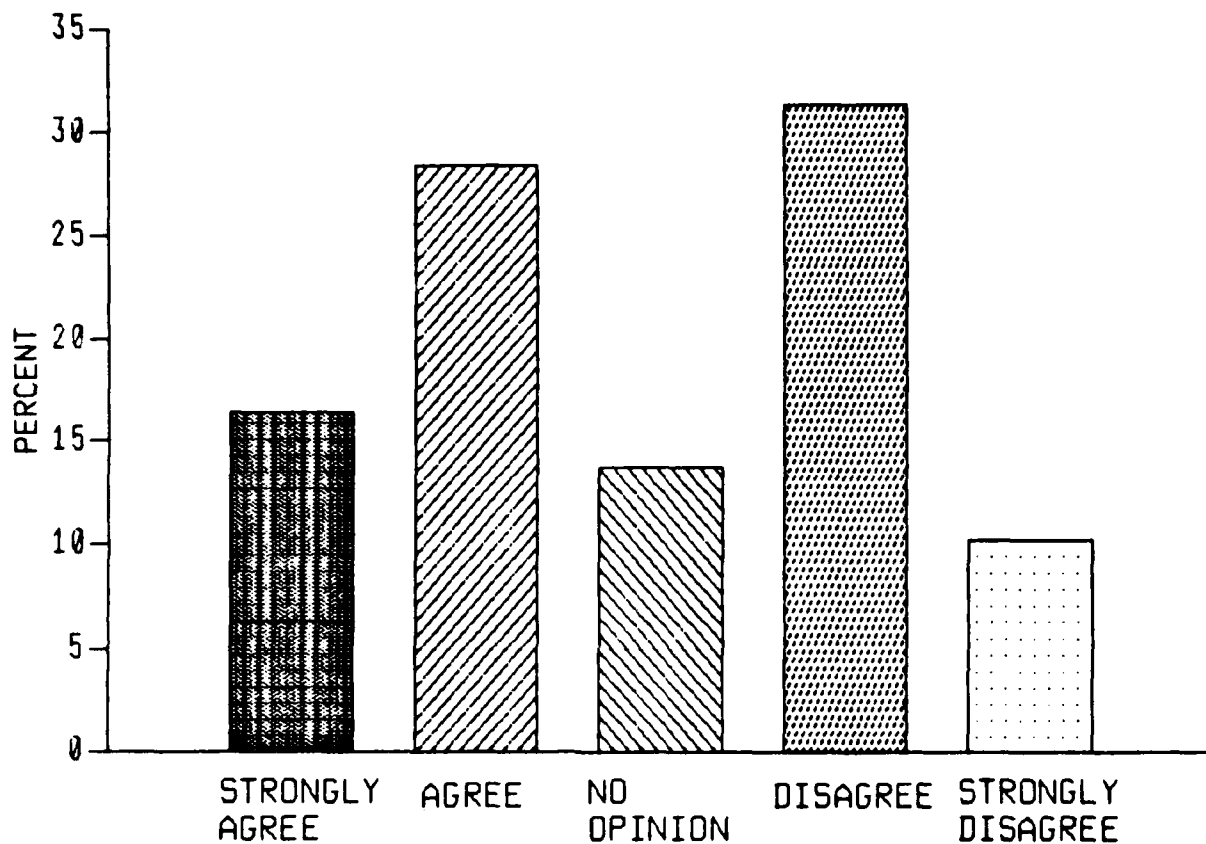
QUESTION 39: Approximately 35% of MS I cadets are carried over to MS II. If more emphasis were placed on quality for enrollment in MS I, MS I enrollment would probably be reduced from present levels resulting in a lower MS I cadet to cadre ratio. This would enable the cadre to devote more time and attention to individual MS I cadets leading to higher cadet retention rates from MS I to II. How do you feel about this statement?

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Strongly Agree	15.0	15.4	17.8	21.6	16.2	15.8	16.4
B. Agree	32.8	29.8	26.5	34.7	29.2	23.5	28.5
C. No Opinion	5.1	8.5	22.0	11.1	14.0	12.9	13.7
D. Disagree	31.1	33.6	27.7	26.6	30.5	36.8	31.3
E. Strongly Disagree	16.0	12.7	6.1	6.0	10.2	11.0	10.2

A-39

CHANGE NAME OF ROTC
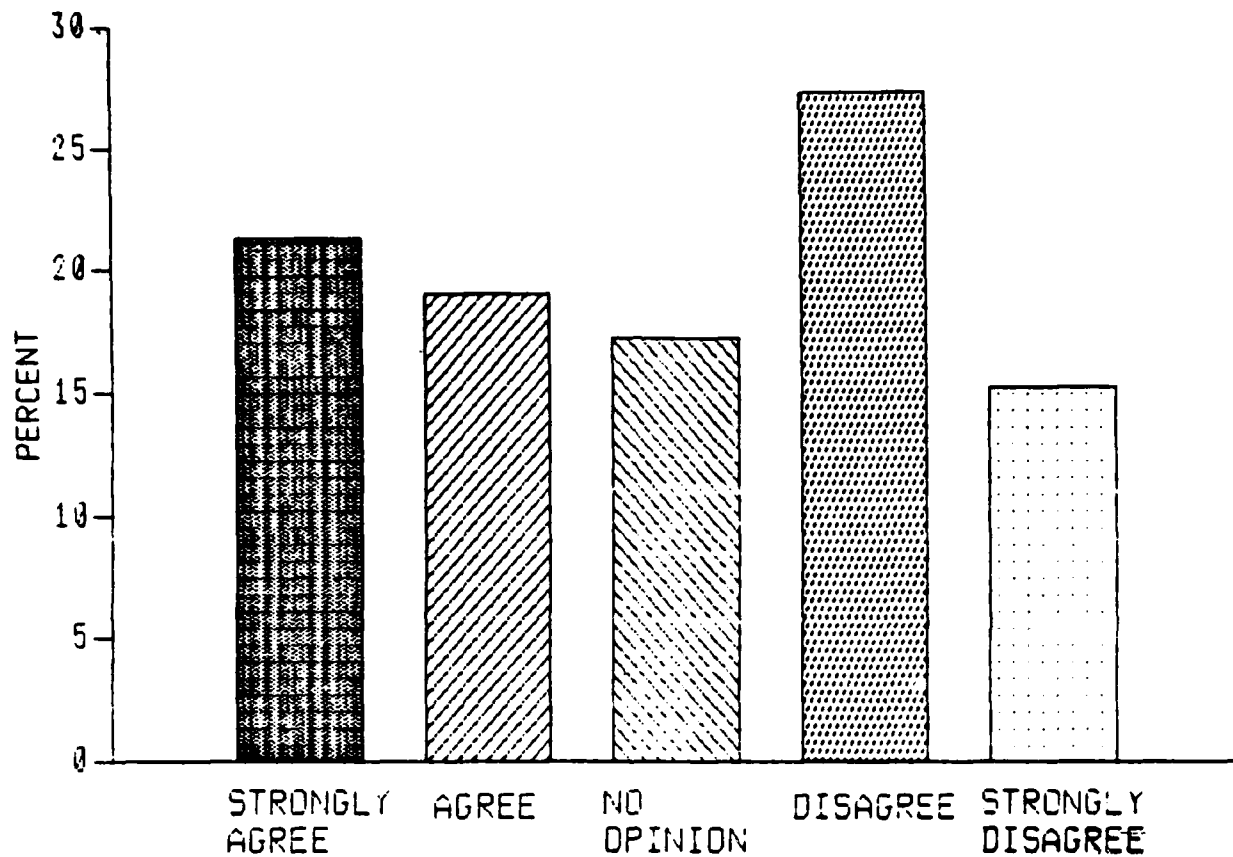
QUESTION 40: Initially ROTC was established to produce Reserve officers only. In subsequent years this mission has gradually expanded to include the production of active Army officers (over 60% today) as well. In order to more accurately reflect the current mission the name of ROTC should be changed.

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	23.5	20.9	21.6	18.2	20.2	13.9	21.3
B. Agree	20.8	18.3	19.5	16.5	21.2	16.9	19.0
C. No Opinion	8.9	25.3	12.0	18.2	20.2	11.7	17.2
D. Disagree	24.2	25.6	28.6	32.8	21.2	32.3	27.3
E. Strongly Disagree	22.5	9.9	18.3	14.1	17.2	25.2	15.2

A-40
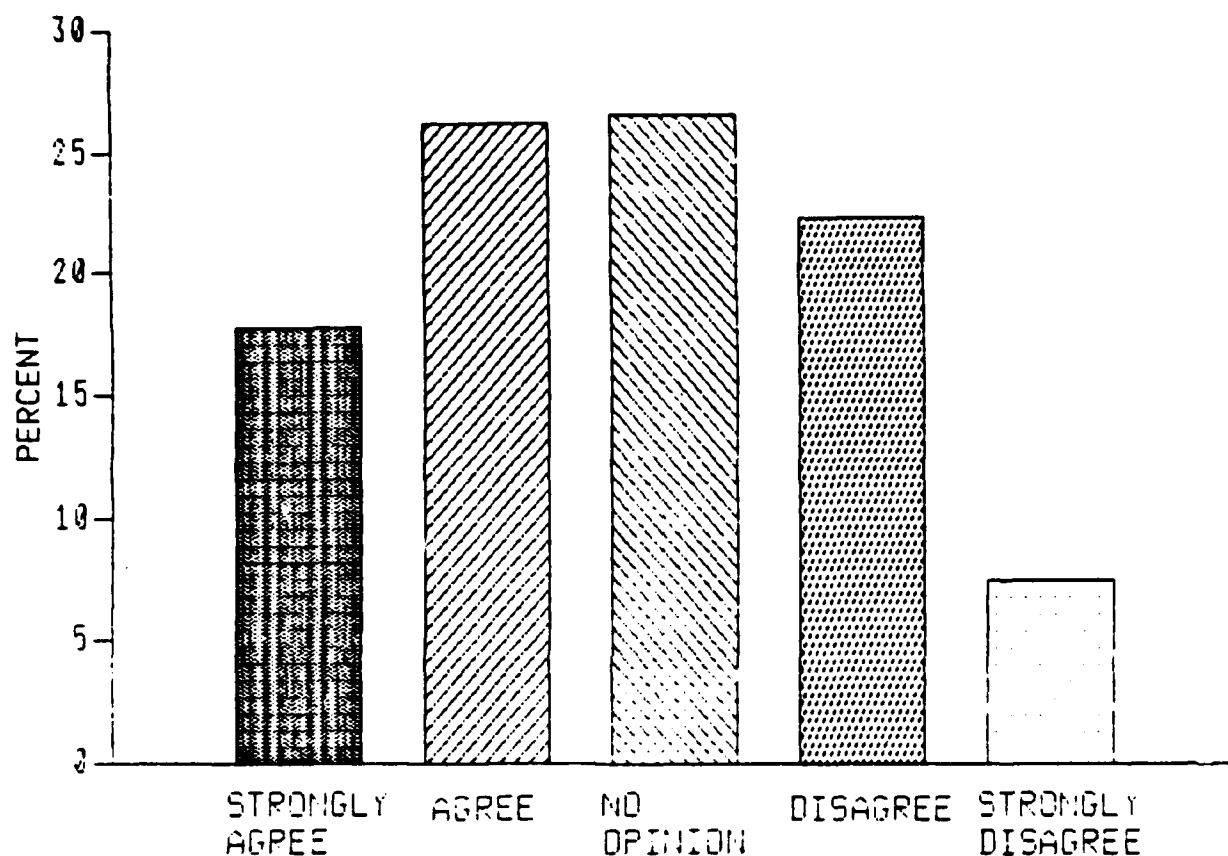
TO&E TERMINOLOGY

QUESTION 41: Should the currently used names within the organization structure of ROTC be changed to be more closely aligned with terminology used in the TO&E Army (e.g. Brigade and Battalion)?

RESPONSE(%)	PMS	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Strongly Agree	19.6	16.1	14.8	15.3	28.0	17.7
B. Agree	19.6	25.4	25.5	22.6	33.2	26.1
C. No Opinion	21.3	27.3	28.0	28.9	20.0	26.6
D. Disagree	26.8	23.4	22.7	26.7	12.7	22.2
E. Strongly Disagree	12.7	7.8	9.0	6.4	6.1	7.4

ASSIGNMENT CRITERIA
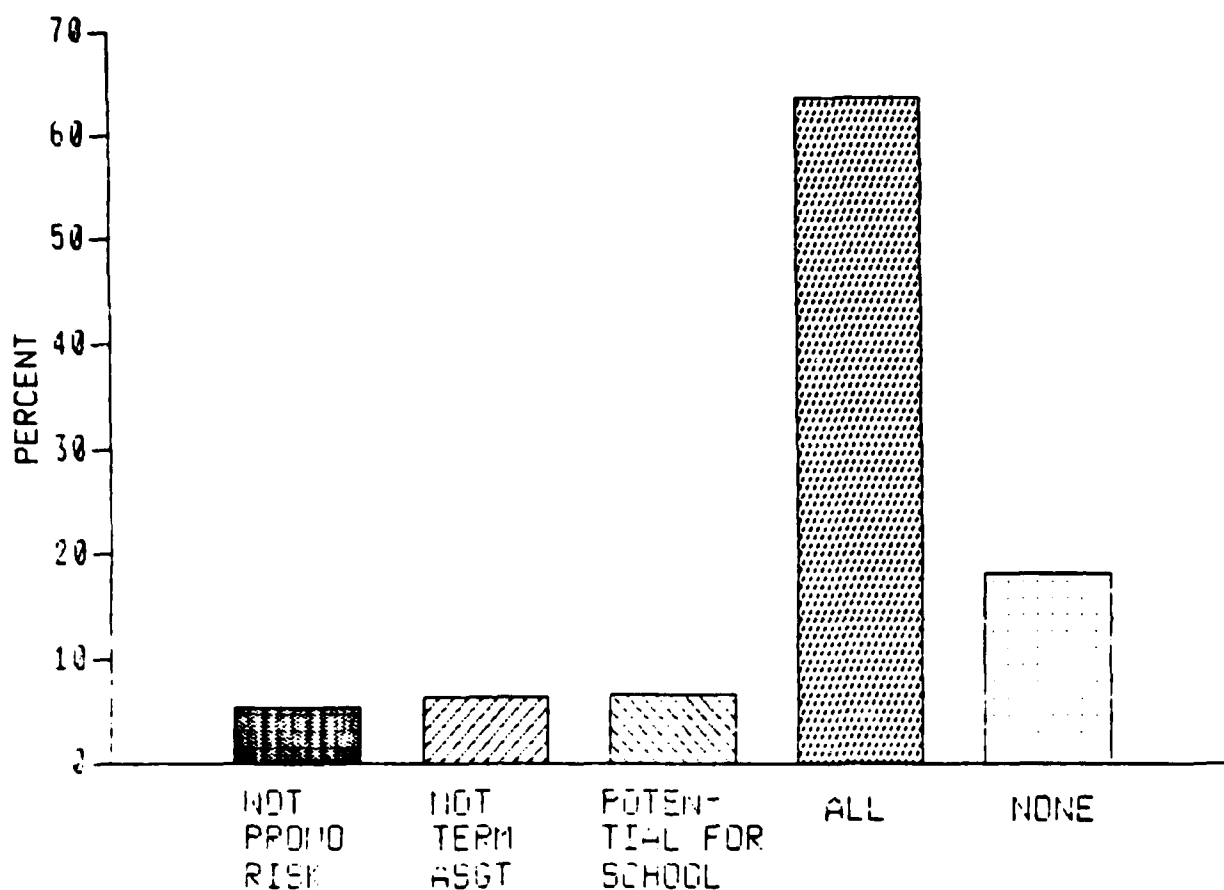
QUESTION 42: In assigning officers to ROTC duty, MILPERCEN should nominate only those branch qualified officers who are:

RESPONSE(%)	PMS	OFF	ENL	ALL
A. Not a risk of being a promotion passover.	5.8	4.3	7.2	5.4
B. Not on a perceived terminal assignment.	2.4	5.8	7.3	6.3
C. High potential for selection for CGSC and/or senior service schools.	8.6	5.6	8.0	6.5
D. All of the above.	69.2	69.6	53.8	63.6
E. Do not agree that above special qualification should apply.	14.0	14.7	23.7	18.1

TO MAKE ROTC
CAREER ENHANCING
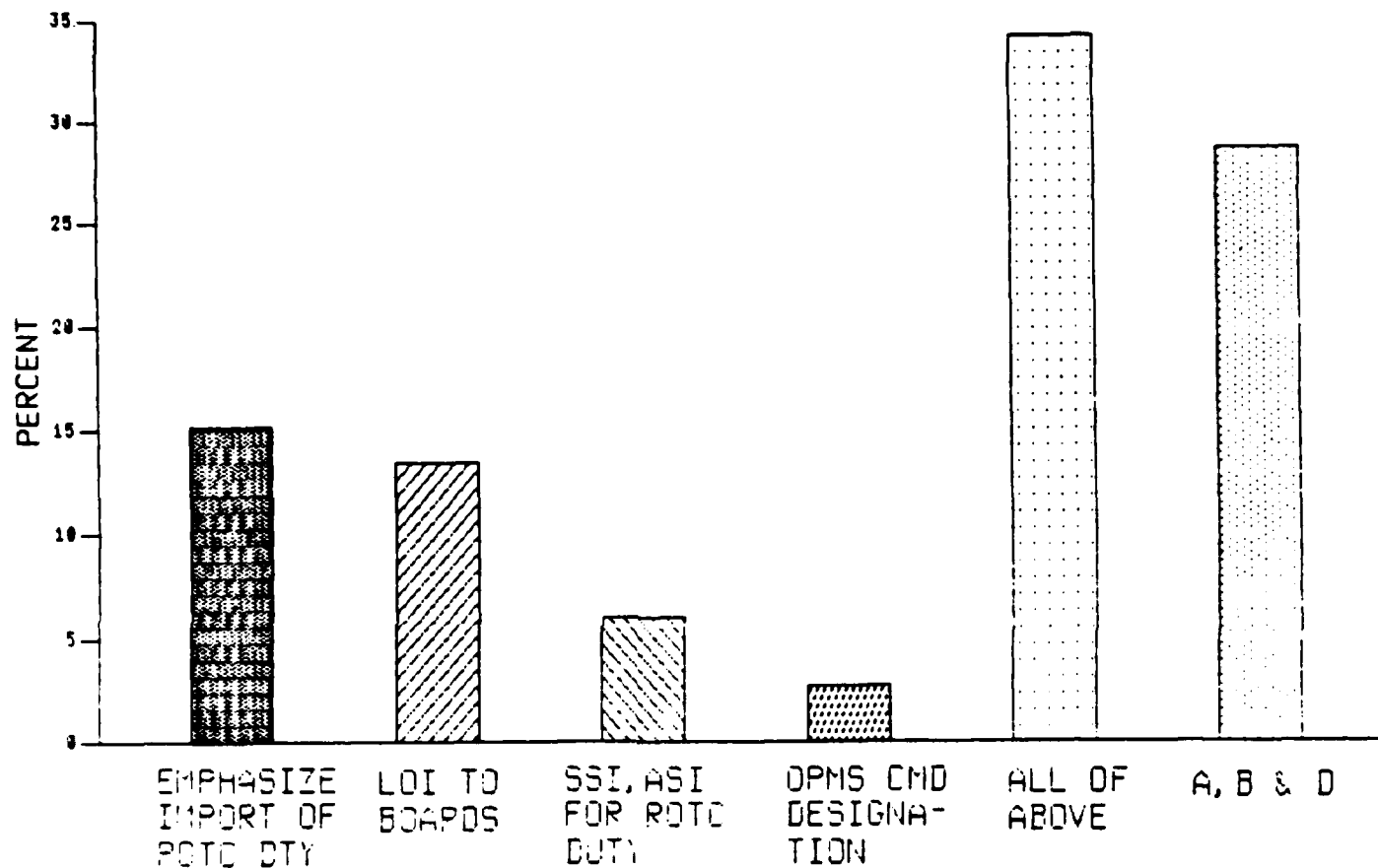
QUESTION 43: In order to make ROTC a more career enhancing assignment:				
RESPONSE(%)	PMS	OFF	ENL	ALL
A. The importance of the ROTC mission must be emphasized at Headquarters Department of Army level.	18.1	14.3	16.4	15.2
B. LOIs to selection/promotion boards should contain directions for special consideration for ROTC duty assignments.	16.7	13.9	12.7	13.5
C. Assign an SSI (Area of Concentration Designator) or ASI (Skill Designator) for ROTC duty.	4.8	4.9	7.9	6.0
D. Leadership positions should be OPMS Command designated.	3.4	2.8	2.6	2.7
E. All of the above.	29.0	31.3	38.7	34.1
F. A, B, and D	28.0	32.9	21.6	28.6

COMBAT ARMS, CS, CSS MIX

Bar chart with y-axis labeled PERCENT (0 to 40) and categories:
- PMS CA / APMS CA
- PMS CA / APMS MIX
- MOST PMS CA / APMS CA
- MOST PMS CA / APMS MIX
- PMS APMS MIX
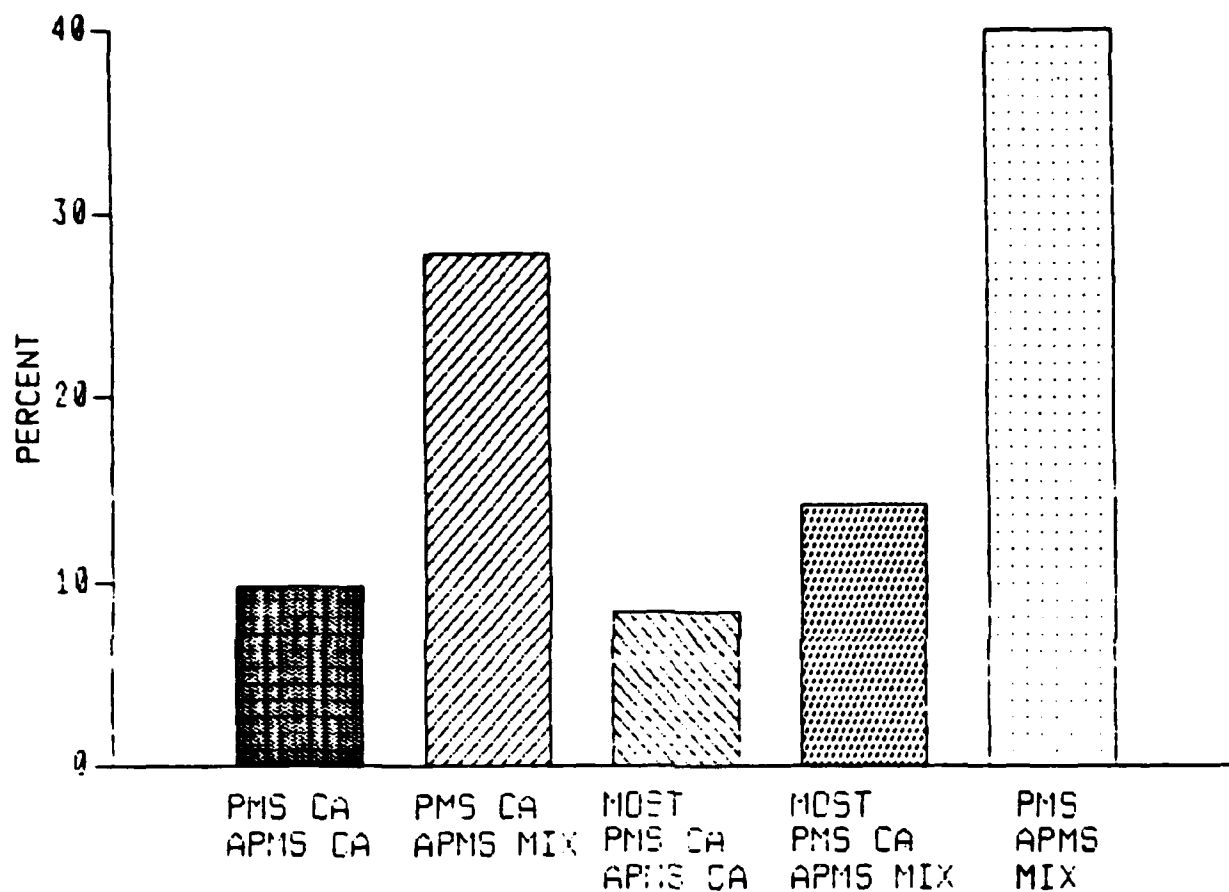
QUESTION 44: The officers assigned to ROTC Instructor Groups should be:					
RESPONSE(%)	PMS	OFF	ENL	AGR	ALL
A. PMS-combat arms; APMS-combat arms.	4.5	6.3	15.4	1.5	9.8
B. PMS-combat arms; APMS a mix of combat arms, combat support and combat service support.	25.0	23.4	34.9	16.2	27.7
C. PMS-majority combat arms; APMS-majority combat arms.	9.2	11.0	4.4	7.2	8.4
D. PMS-majority combat arms; APMS-mix combat, combat support and combat service support.	20.2	17.3	9.1	19.6	14.2
E. PMS and APMS-mix of combat arms, combat support and combat service support.	41.1	42.1	36.3	55.5	40.0

ACTIVE OR AGR AREA COMMANDERS?
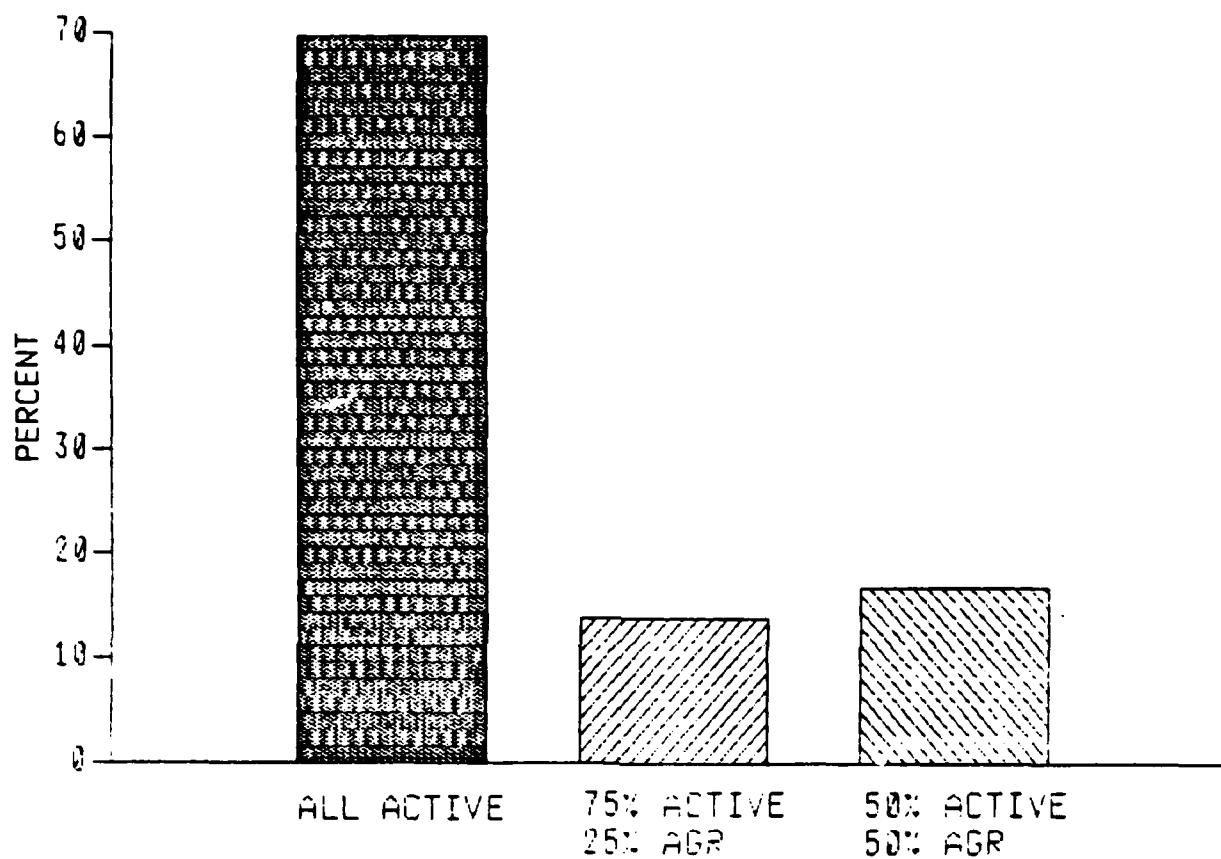
QUESTION 45: ROTC Area Commander sitions should be filled by:					
RESPONSE(%)	PMS	OFF	ENL	AGR	ALL
A. All active component officers.	83.2	67.9	71.9	7.5	69.5
B. 75% active component officers and 25% Active Guard and Reserve officers (AGR).	8.2	12.9	15.7	19.6	13.9
C. 50% active component and 50% Active Guard and Reserve officers (AGR).	8.6	19.2	12.5	72.8	16.6

ACTIVE OR AGR PMS?
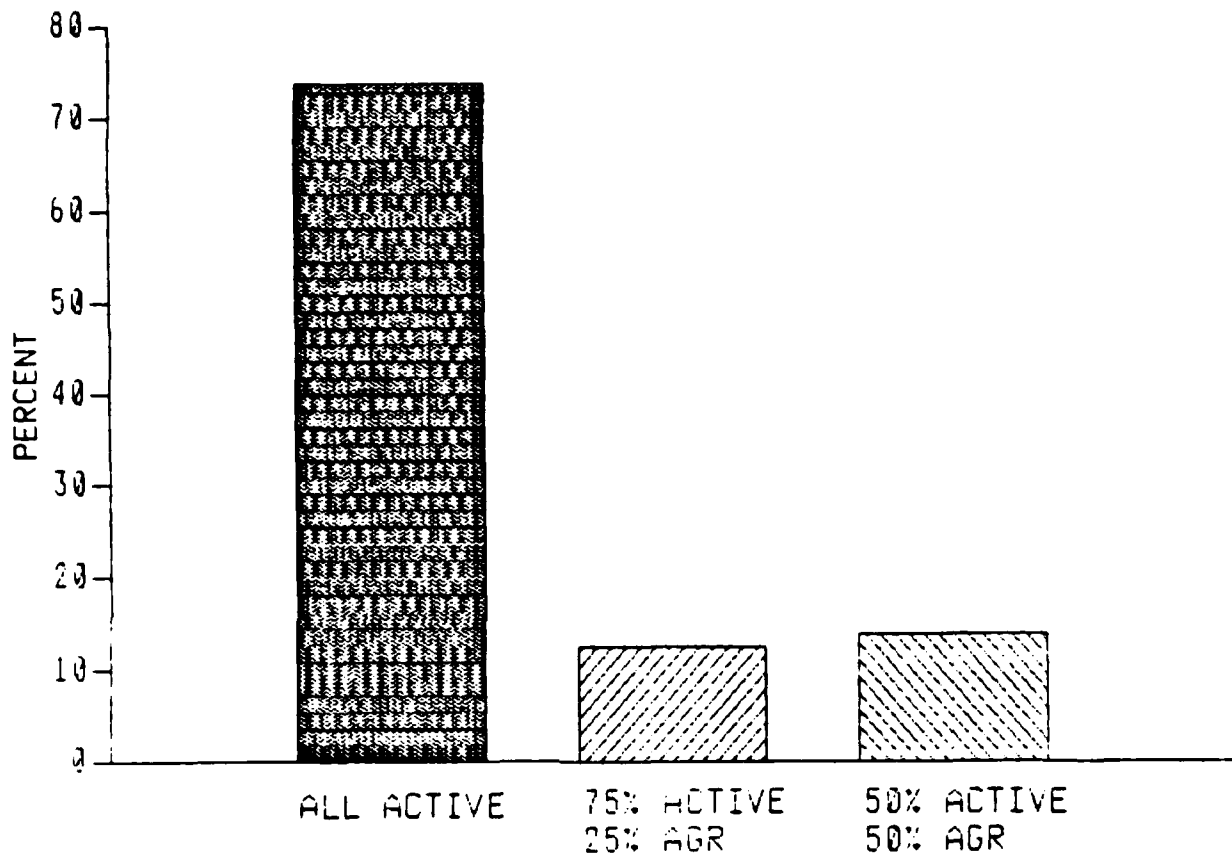
QUESTION 46: ROTC Professors of Military Science (PMS) positions should be filled by:					
RESPONSE(%)	PMS	OFF	ENL	AGR	ALL
A. Active component officers only.	83.9	68.8	81.1	3.8	73.5
B. 75% active component officers 25% AGR officers.	10.3	13.9	10.2	22.1	12.5
C. 50% active component 50% AGR officers.	5.8	17.3	8.7	74.1	14.0

CADRE TOUR LENGTH
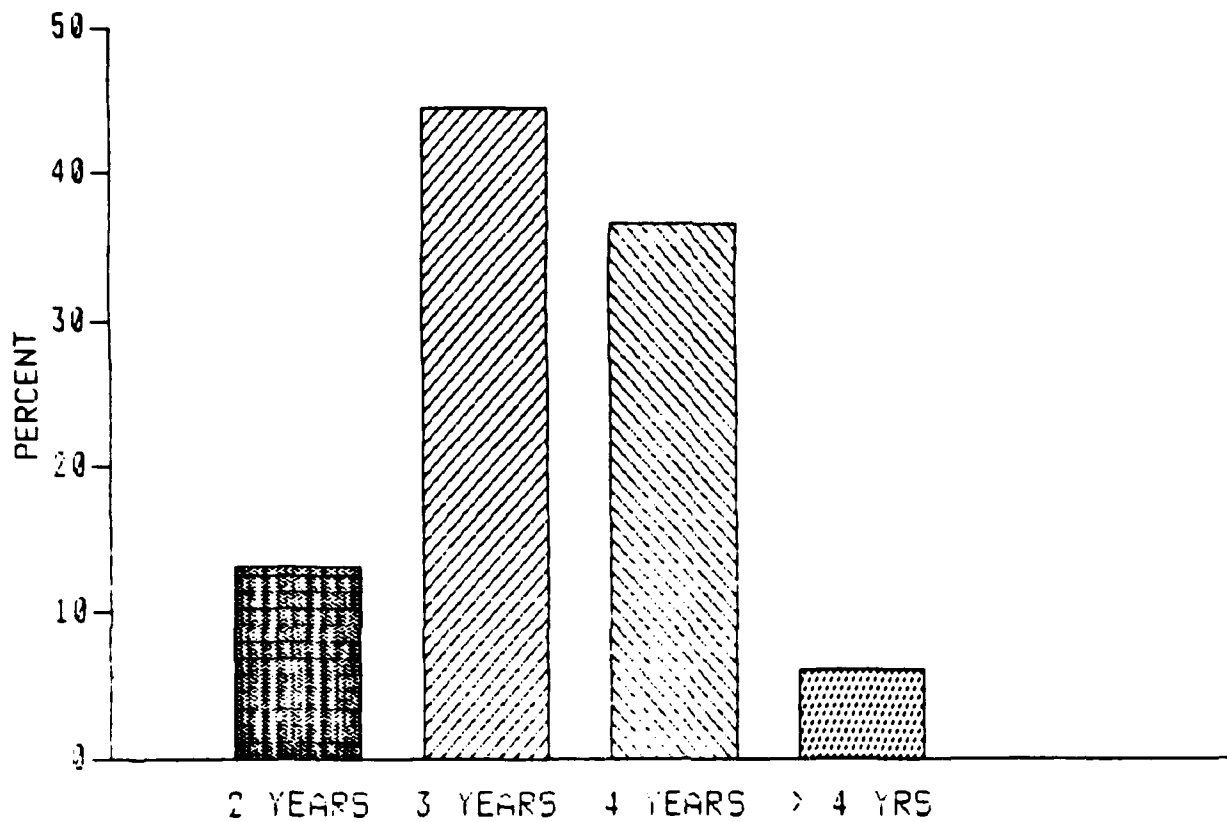
QUESTION 47: The optimal tour length for ROTC cadre members should be:

RESPONSE(%)	PMS	OFF	ENL	AGR	ALL
A. 2 years	1.7	10.4	17.5	3.0	13.1
B. 3 years	42.1	49.8	35.8	36.2	44.4
C. 4 years	49.7	36.0	37.5	54.7	36.6
D. More than 4 years	6.5	3.9	9.2	6.0	5.9

A-47

UTILIZATION OF SENIOR NCOs
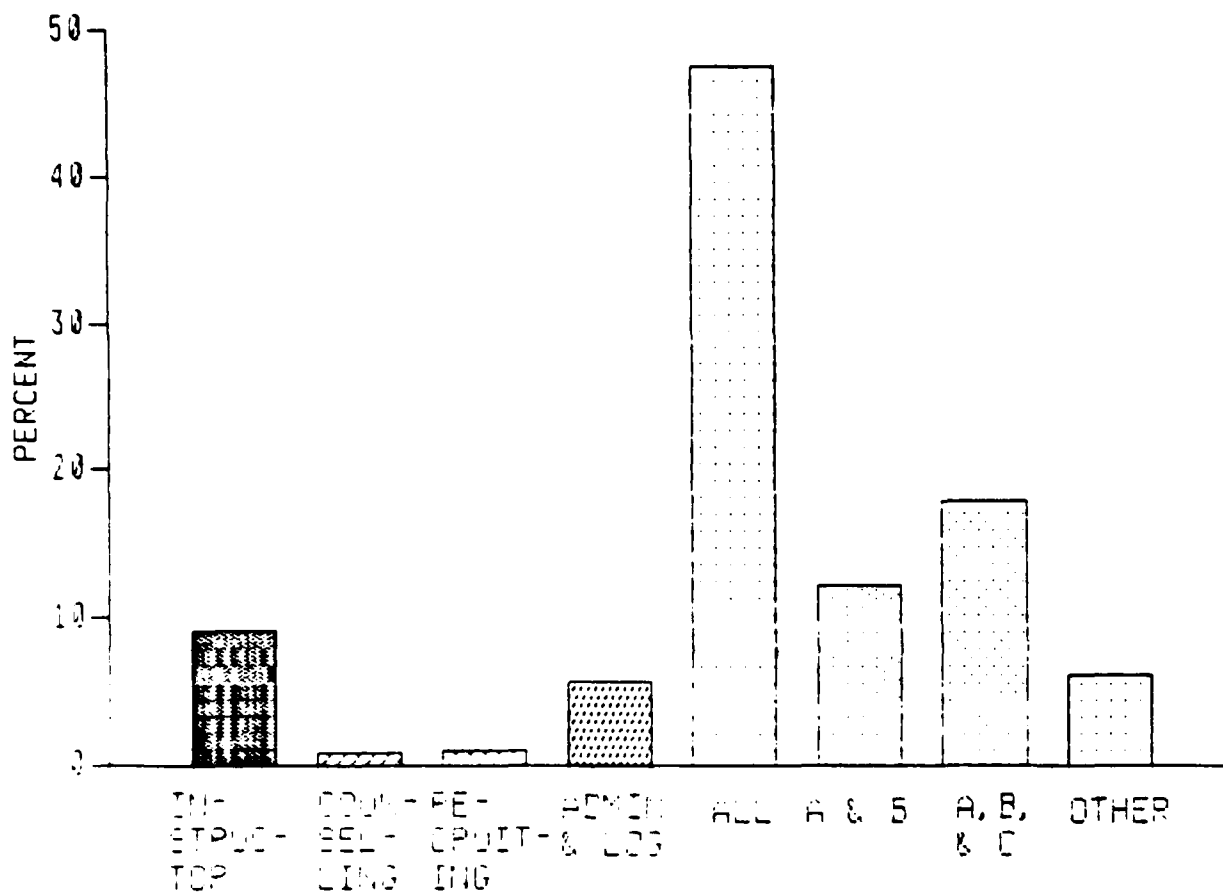
RESPONSE(%)	PMS	OFF	ENL	ALL
A. Instructors.	5.8	7.5	11.6	9.1
B. Counsellors.	.3	.3	1.7	.8
C. Recruiters.	3.4	.5	1.7	1.0
D. Administrators and logisticians.	56.0	5.7	5.4	5.8
E. All of the above.	10.2	50.2	43.1	47.4
F. A and B.	17.1	10.0	15.5	12.0
G. A, B, C.	6.5	18.2	17.2	17.8
H. Other combination not listed.	.7	7.6	3.8	6.1

QUESTION 48: Senior NCOs assigned as ROTC cadre would be best utilized as:

SPECIAL ASSIGNMENT CONSIDERATIONS

EDUCATION, ETHNIC, RELIGIOUS BACKGROUND SHOULD BE CONSIDERED IN
ASSIGNMENT TO ROTC DUTY AT APPROPRIATE SCHOOLS.
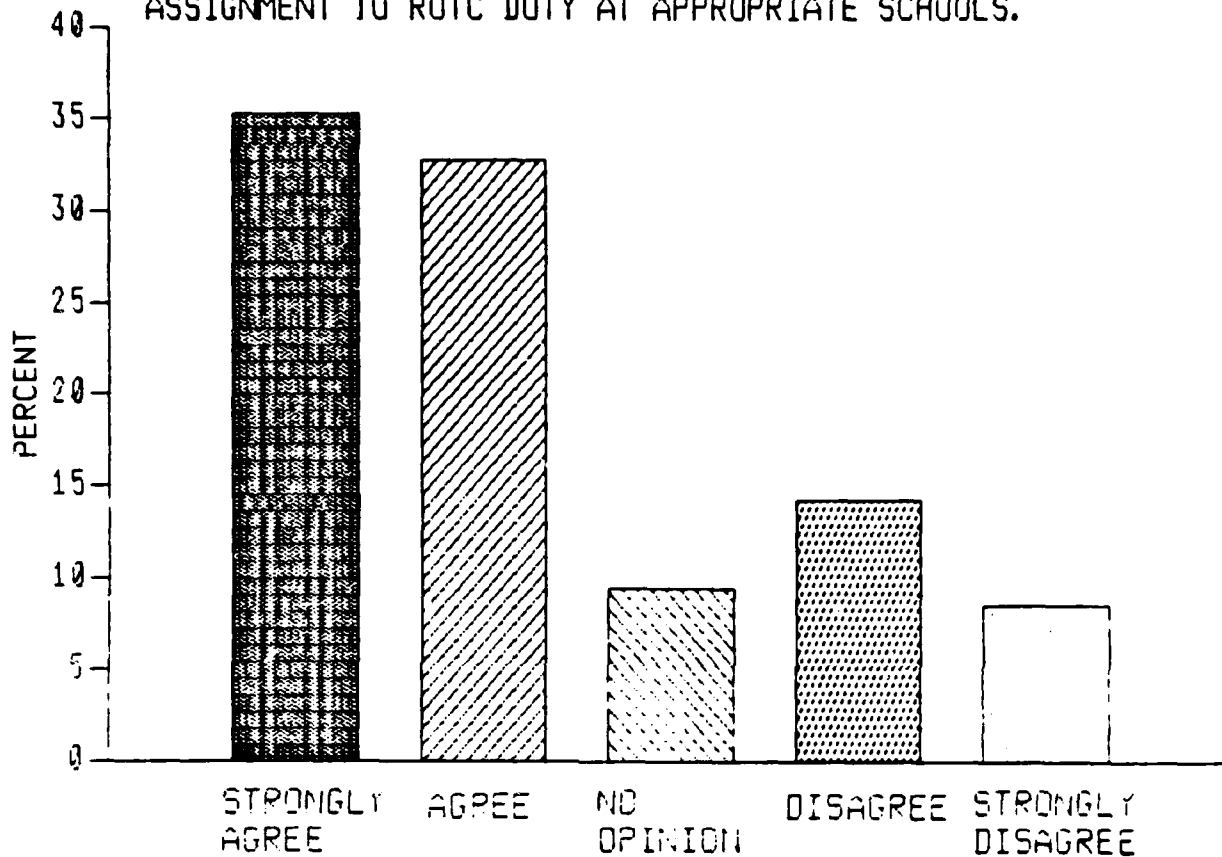
QUESTION 49. The ROTC cadre can more effectively accomplish their mission and fit into the community at a given institution
if the following factors are considered when nominating and selecting personnel: - civilian education level, race, ethnic/
cultural background, religious affiliation and economic means.

RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A. Strongly Agree	40.4	35.8	34.3	32.2	34.6	39.6	35.2
B. Agree	42.5	37.2	25.6	36.2	33.7	25.6	32.7
C. No Opinion	4.8	8.4	11.3	10.1	9.6	7.8	9.5
D. Disagree	8.6	12.2	17.3	13.1	13.8	17.2	14.2
E. Strongly Disagree	3.8	6.4	11.4	8.5	8.2	9.7	8.5

IMPROVE SUPPORT FUNCTIONS
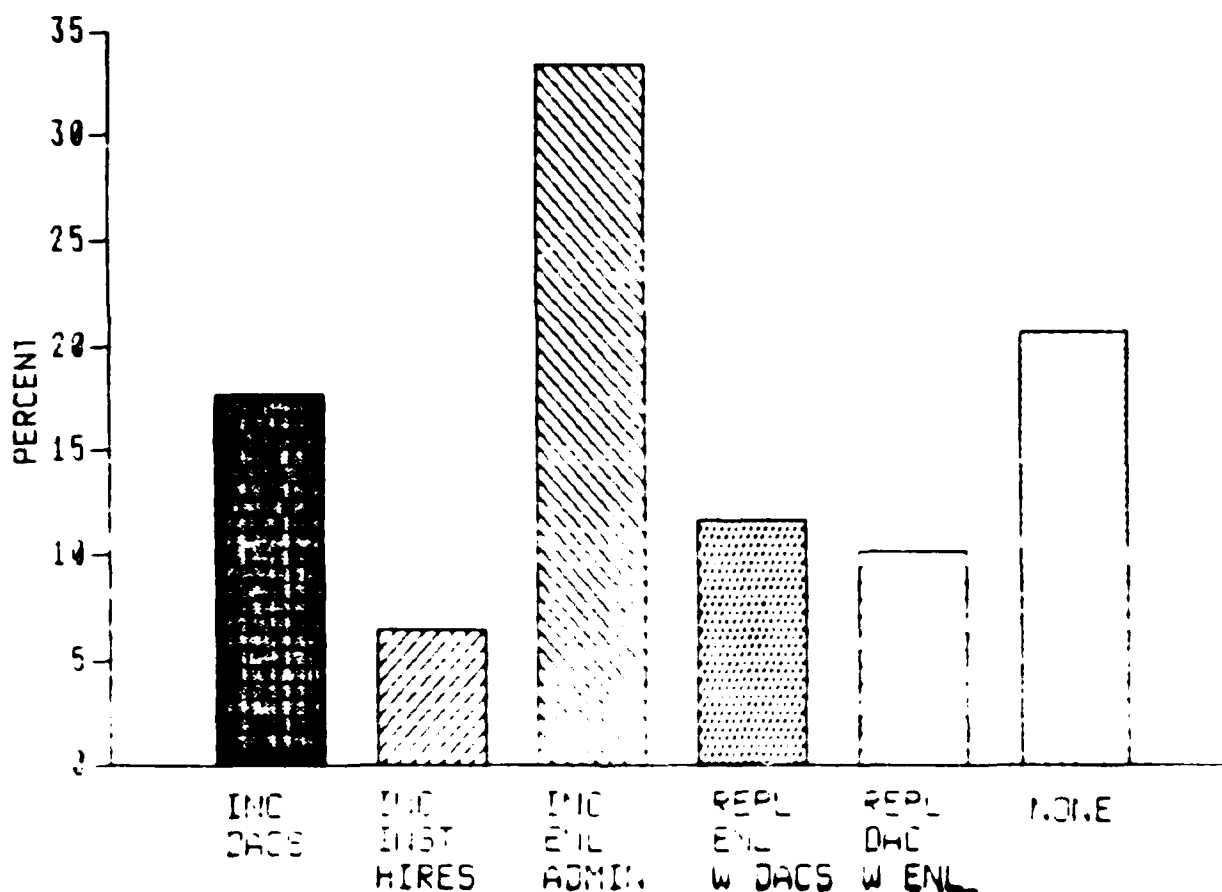
Chart axes: PERCENT (0–35) on y-axis.

X-axis categories:
- INC DACS
- INC INST HIRES
- INC ENL ADMIN
- REPL ENL W DACS
- REPL DAC W ENL
- NONE

QUESTION 50: The ability of my Instructor Group to perform its support functions (administrative and supply) can best be improved by:

RESPONSE(S)	PRO	OFF	ENL	ALL
A. Increasing the number of Department of the Army Civilians (DAC).	23.2	21.4	11.6	17.6
B. Increasing the number of institutional hires.	6.1	6.4	6.6	6.5
C. Increasing the number of enlisted administrative/ logistics personnel.	23.9	29.2	40.3	33.5
D. Replacing enlisted administrative/logistics cadre with DAC's.	11.6	12.8	9.5	11.6
E. Replacing DAC's with additional enlisted cadre.	3.8	8.2	13.1	10.1
F. None of the above.	31.4	22.0	18.8	20.7

RC SUPPORT AGREEMENT
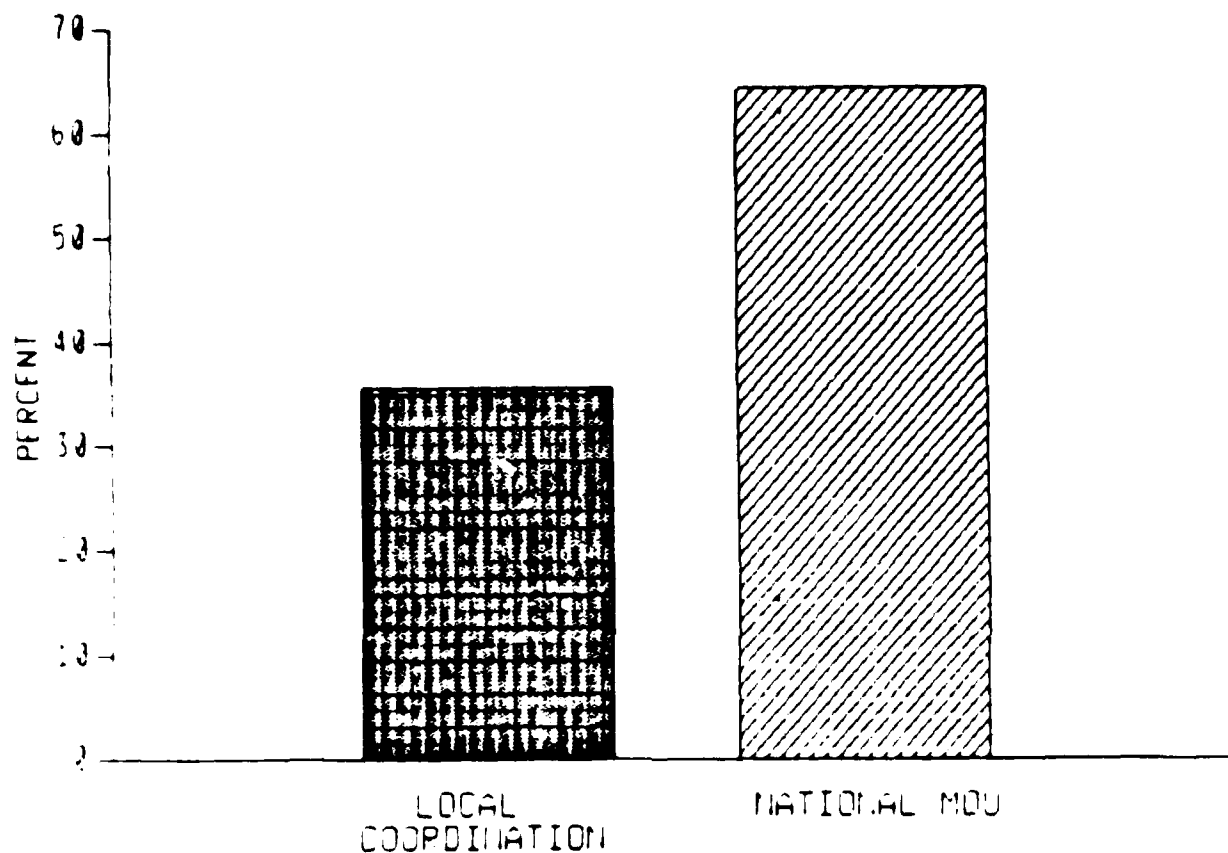
QUESTION 51: Reserve Component support for ROTC training can be accomplished most effectively through the following:

RESPONSE(S)	PMS	HOST	EXT-CTR	ACR	ALL
A. Coordination only at the level of the PMS and the Reserve Component unit commander (including USAR and ARNG).	46.4	36.5	31.5	27.3	35.5
B. A support agreement (MOU) between TRADOC and FORSCOM/ARNG which formally tasks Reserve Component unit commanders (including USAR and ARNG) to support specified ROTC detachments.	53.6	63.5	68.5	72.7	64.5

QUALITY OF HOST SUPPORT
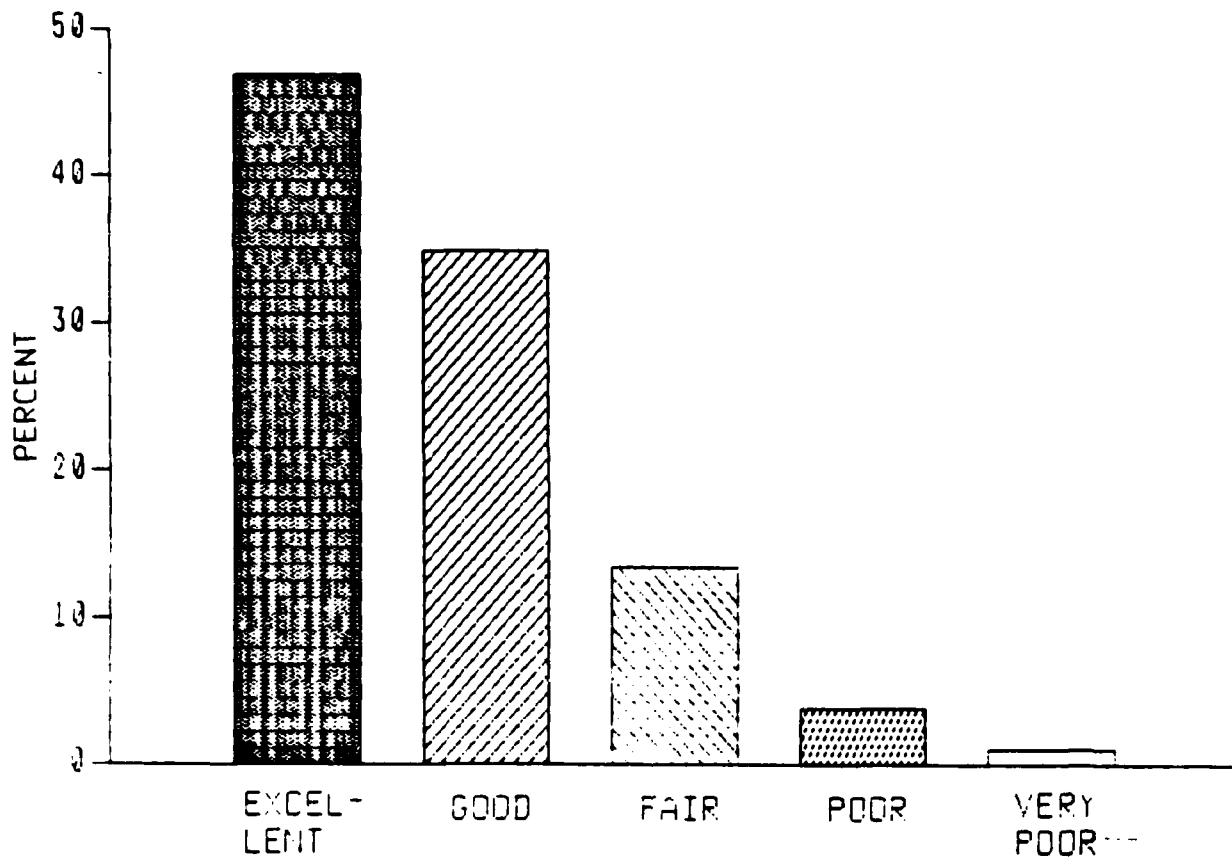
QUESTION 52: The quality of the support that the detachment receives from the host university administration can best be described as follows:

RESPONSE(%)	PMS	HOST	EXT-CTR	CROSS-ENROLLED	ALL
A. Excellent	46.8	36.5	18.4	25.3	34.1
B. Good	34.8	35.8	35.9	44.3	36.0
C. Fair	13.3	18.8	28.2	20.3	20.0
D. Poor	3.8	5.9	8.1	6.3	6.2
E. Very Poor	1.4	3.0	9.4	3.8	3.7

NO MEDICAL LIABILITY COVERAGE
HAS ADVERSE EFFECT ON TNG
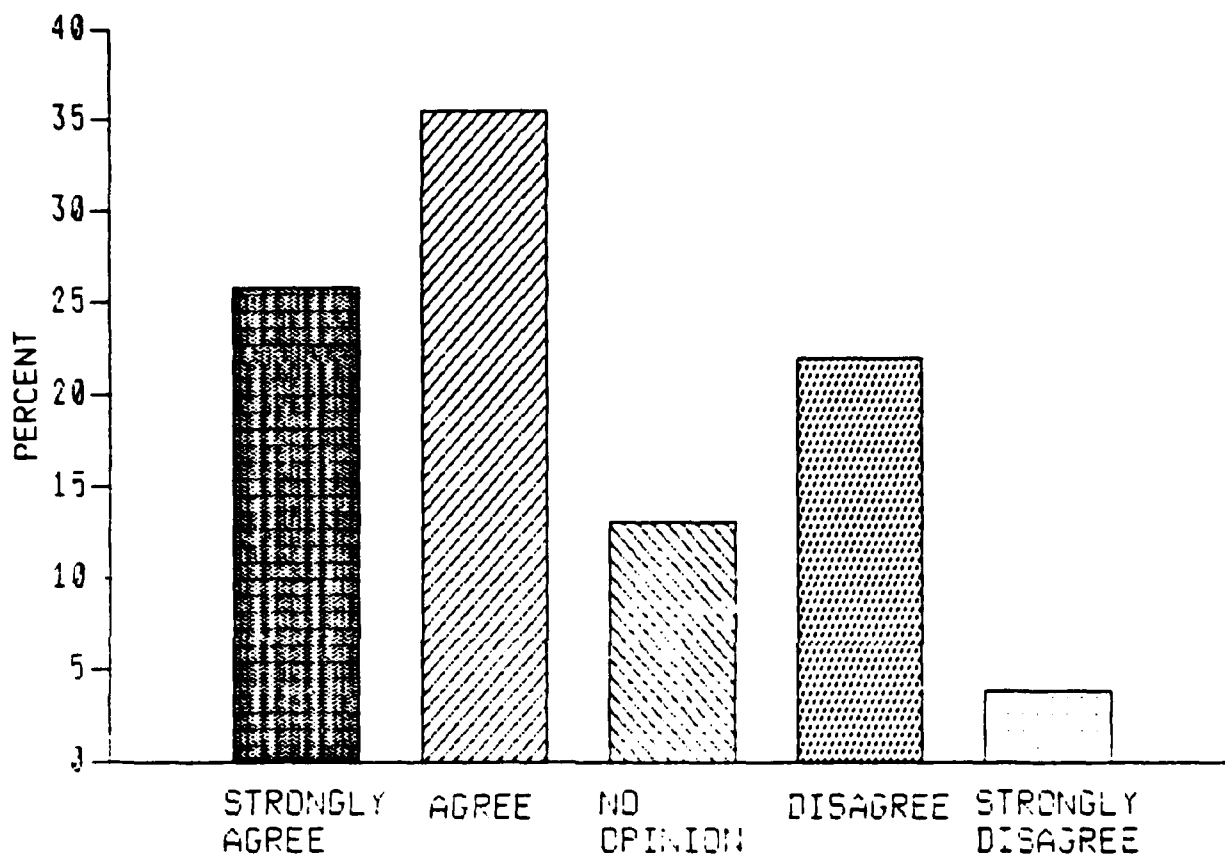
QUESTION 53: Lack of medical liability coverage has an adverse effect on planning and executing a quality training program.

RESPONSE(%)	PMS	HOST	EXT-CTR	CROSS-ENROLLED	ALL
A. Strongly Agree	24.0	25.0	28.5	33.3	25.7
B. Agree	37.0	35.3	36.9	30.8	35.4
C. No Opinion	5.1	13.3	12.0	16.7	13.2
D. Disagree	29.1	22.4	19.7	16.7	21.8
E. Strongly Disagree	4.8	4.0	2.9	2.6	3.9

MAJOR RESOURCE CONSTRAINT
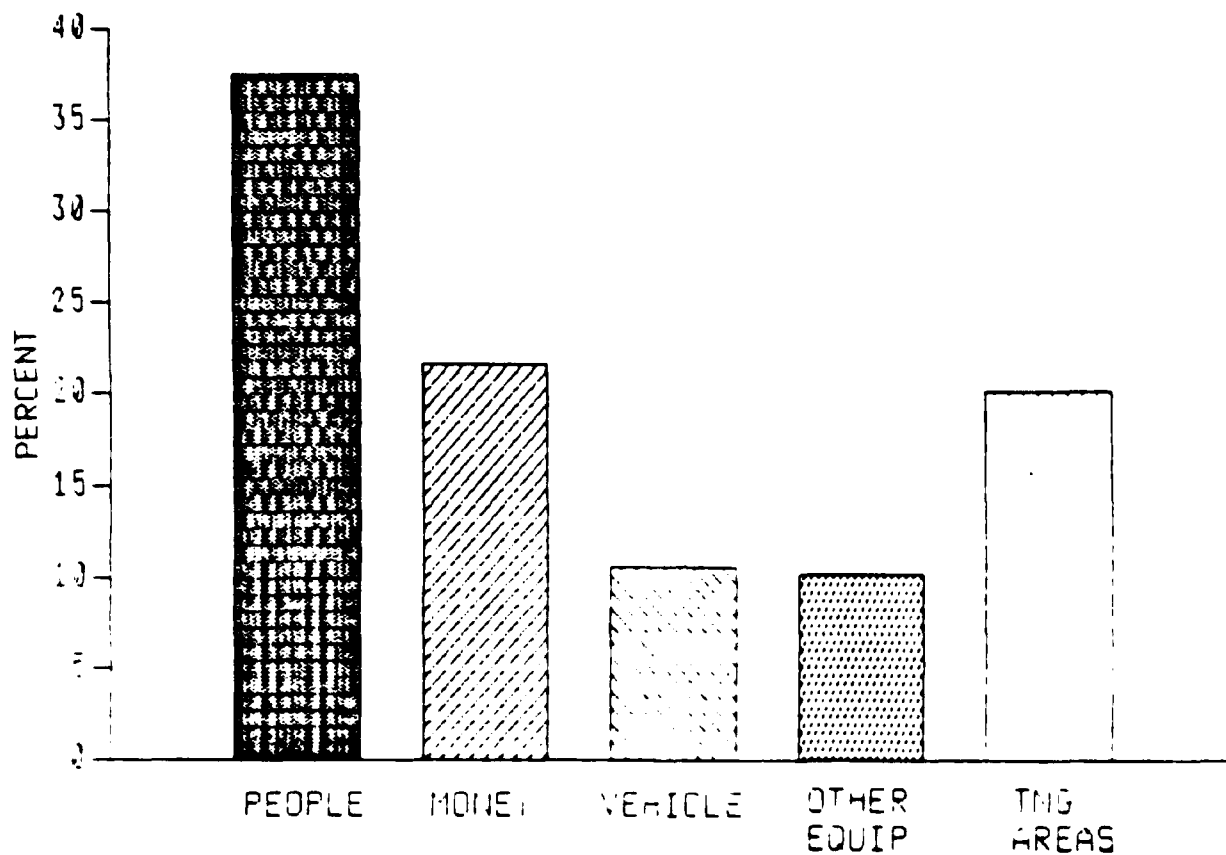
QUESTION 54: The major constraint in this Instructor Group is:					
RESPONSE(%)	PMS	HOST	EXT-CTR	HBC	ALL
A. Personnel	50.0	37.0	38.4	39.8	37.6
B. Dollars	18.5	21.6	23.0	30.6	21.6
C. Vehicles	9.1	11.0	8.5	3.1	10.6
D. Other Equipment	8.4	10.1	10.2	8.2	10.2
E. Training areas/ranges	14.0	20.3	20.0	18.4	20.0

INSTALLATION SUPPORT

ALLOCATION OF DUTY TIME

QUESTION 56: The majority of my duty time is spent:					
RESPONSE(%)	PMS	OFF	ENL	NCOIC	ALL
A. Recruiting.	19.4	21.4	5.5	9.5	15.3
B. Preparing and conducting classroom instruction.	4.5	16.6	26.2	36.2	20.2
C. Cadet counseling.	6.6	10.3	5.9	13.2	8.6
D. Administrative duties.	68.9	48.7	52.2	32.1	50.1
E. Planning and conducting field training.	.7	3.0	10.2	9.1	5.7

SUPPORT FROM USAR/ARNG UNITS
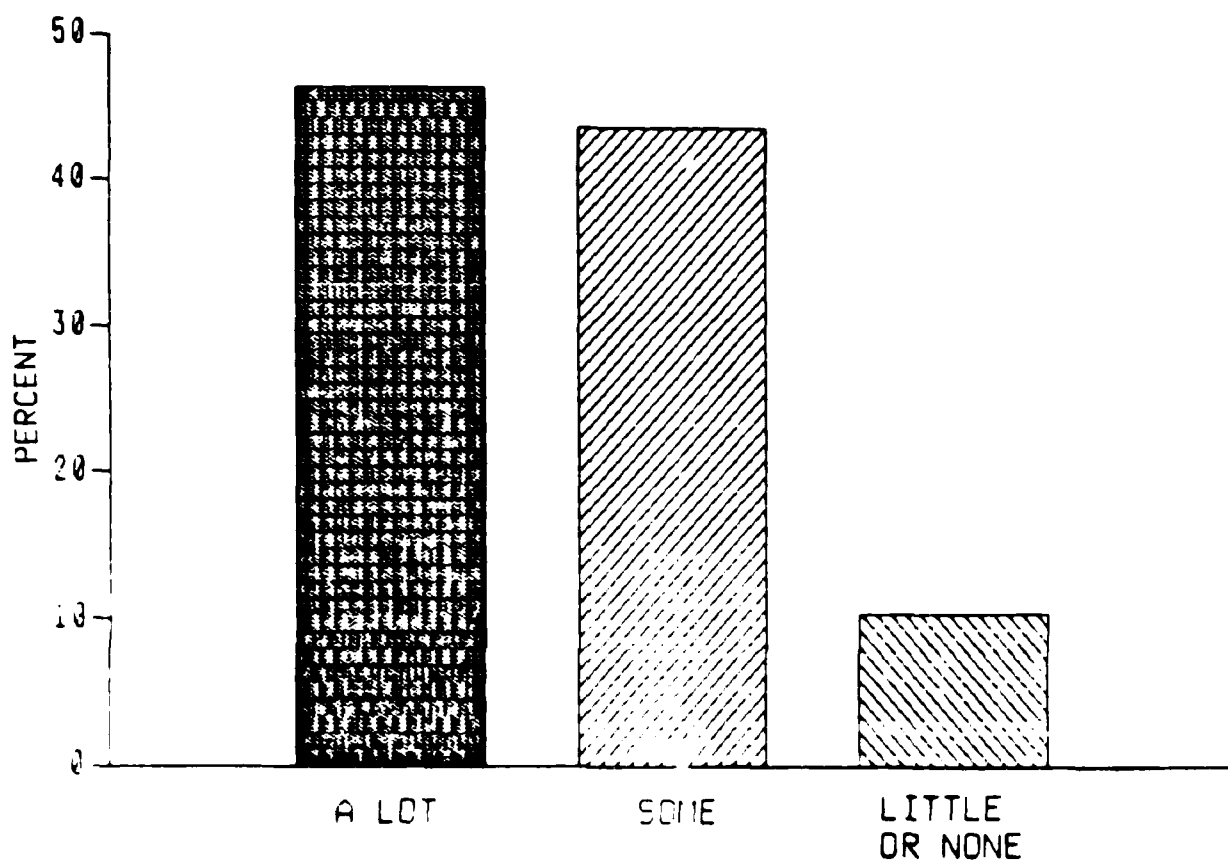
QUESTION 57: How much support does your ROTC Instructor Group receive from local Guard and/or Reserve units.					
RESPONSE(S)	PMS	OFF	ENL	AGR	ALL
A. A lot of Support	49.5	46.1	46.7	62.4	46.3
B. Some Support	44.4	44.9	41.3	34.2	43.5
C. Little or No Support	6.1	9.0	12.0	3.4	10.2

ALLOCATION OF OFFICERS DUTY TIME
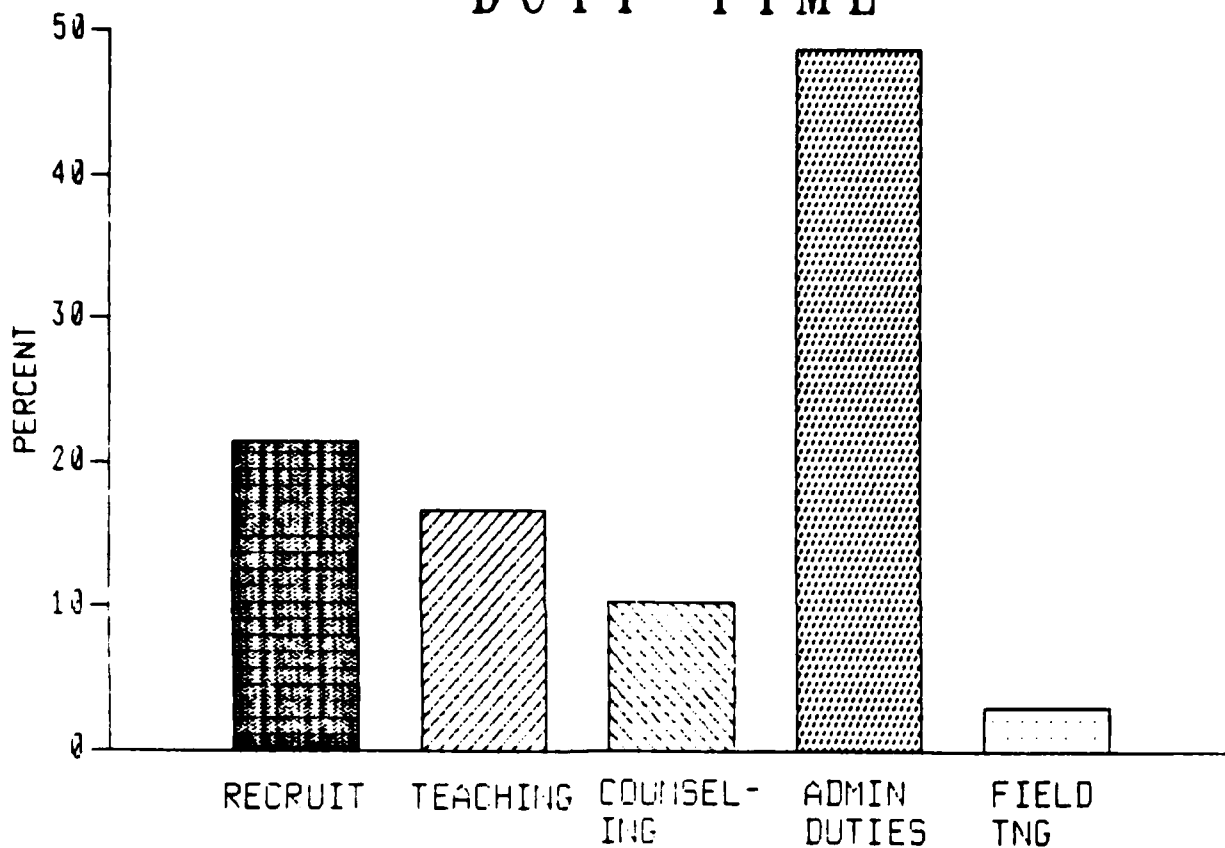
QUESTION 58: Mutual support agreements between ROTC Instructor Groups and National Guard and Reserve units should be based on:

RESPONSE(%)	PMS	OFF	ENL	AGR	ALL
A. Regulation(s).	11.4	21.6	31.0	20.1	25.2
B. Local initiative.	40.3	34.8	32.7	47.0	34.1
C. Memorandum of understanding.	44.8	40.9	33.3	31.8	37.9
D. Mutual support not required.	3.4	2.7	3.0	1.1	2.8

SOURCE OF ADMIN VEHICLES
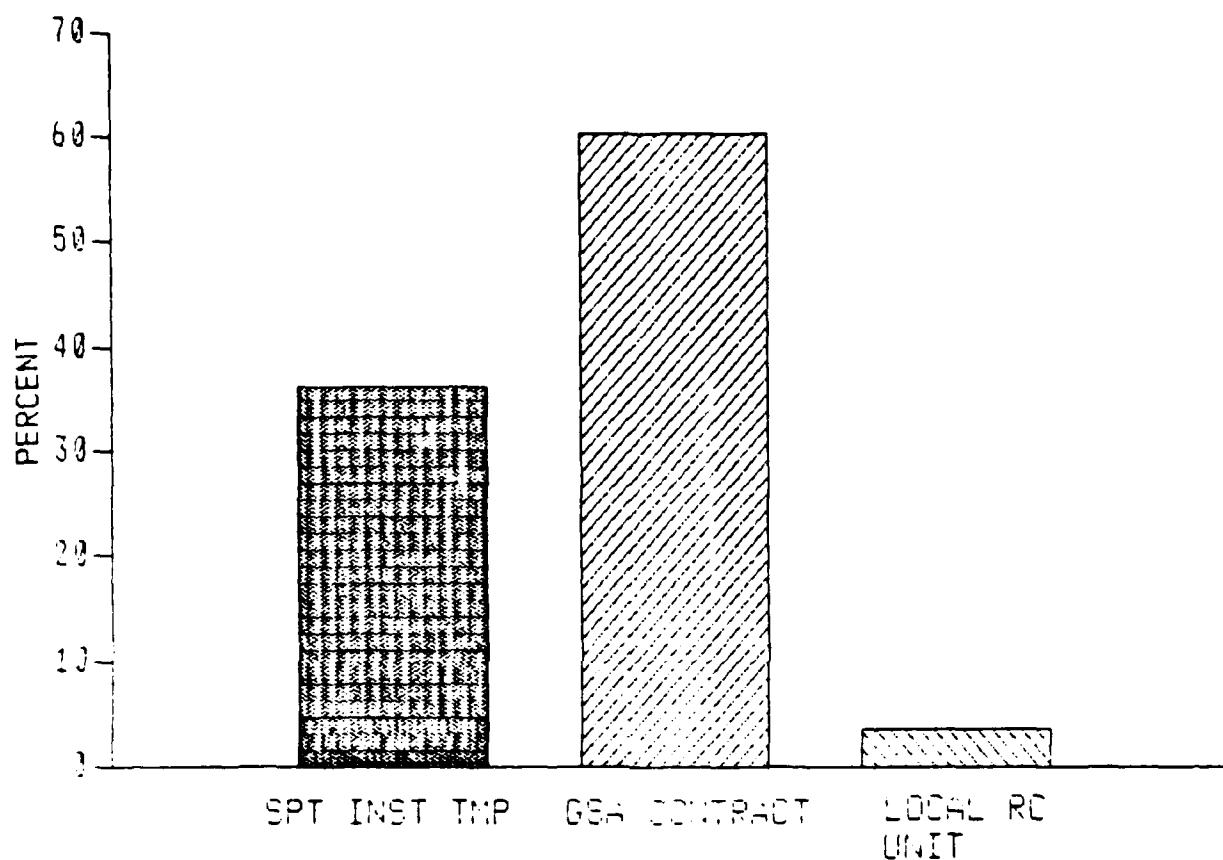
QUESTION 59: Vehicles for administrative use should be provided by:					
RESPONSE(%)	PHS	OFF	ENL	AGR	ALL
A. Support Installation TMP.	26.4	33.9	39.8	36.2	36.2
B. GSA contract.	71.6	63.7	55.1	59.6	60.3
C. Local Guard and Reserve units.	2.1	2.4	5.2	4.2	9.5

BASIS FOR
ROTC-USAR/ARNG COOPERATION
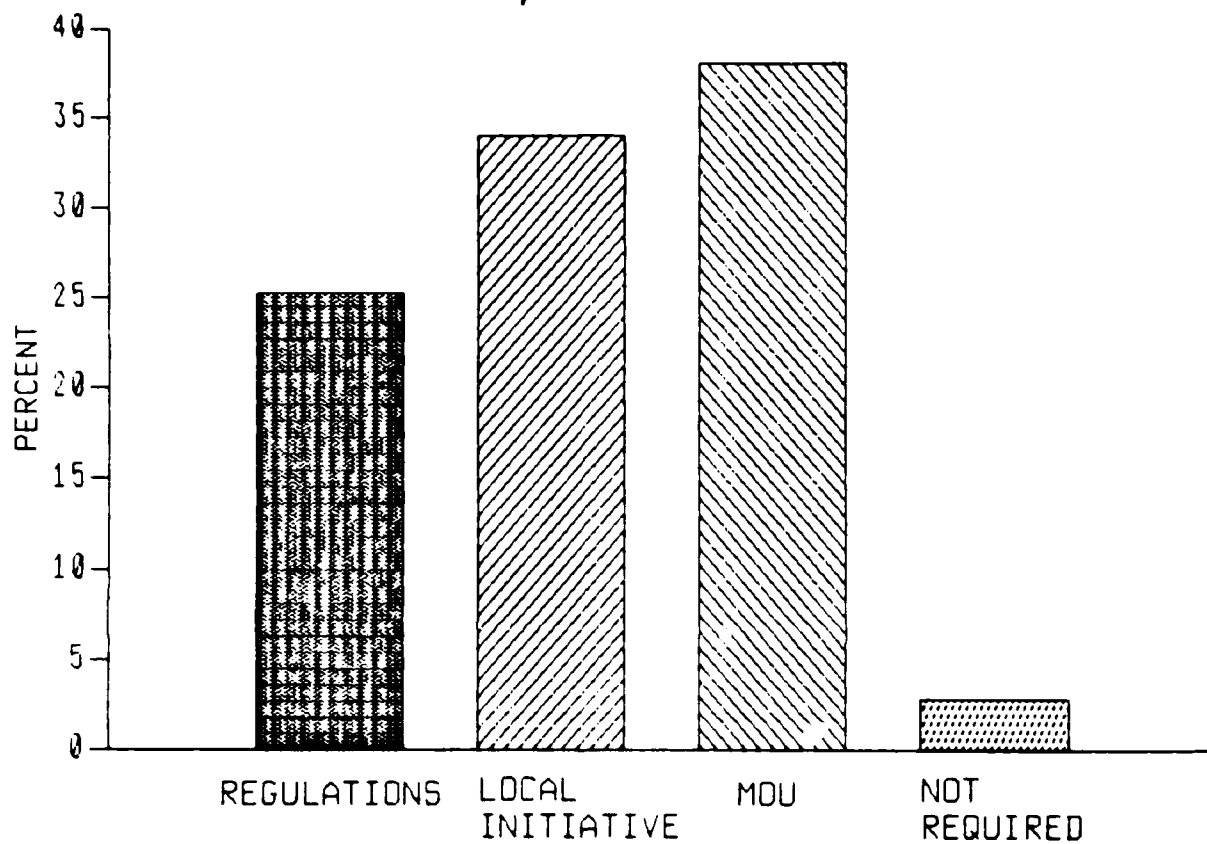
QUESTION 60: The uniforms that are issued to cadets should be the same as those uniforms that are current items of issue to the active components:

RESPONSE(%)	PMS	OFF	ENL	ALL
A. Strongly Agree	76.7	73.1	69.6	71.8
B. Agree	17.8	20.9	21.5	21.1
C. No Opinion	1.0	2.7	3.0	2.9
D. Disagree	2.7	2.1	4.0	2.8
E. Strongly Disagree	1.7	1.1	1.8	1.4

ACTIVE COMPONENT UNIFORMS
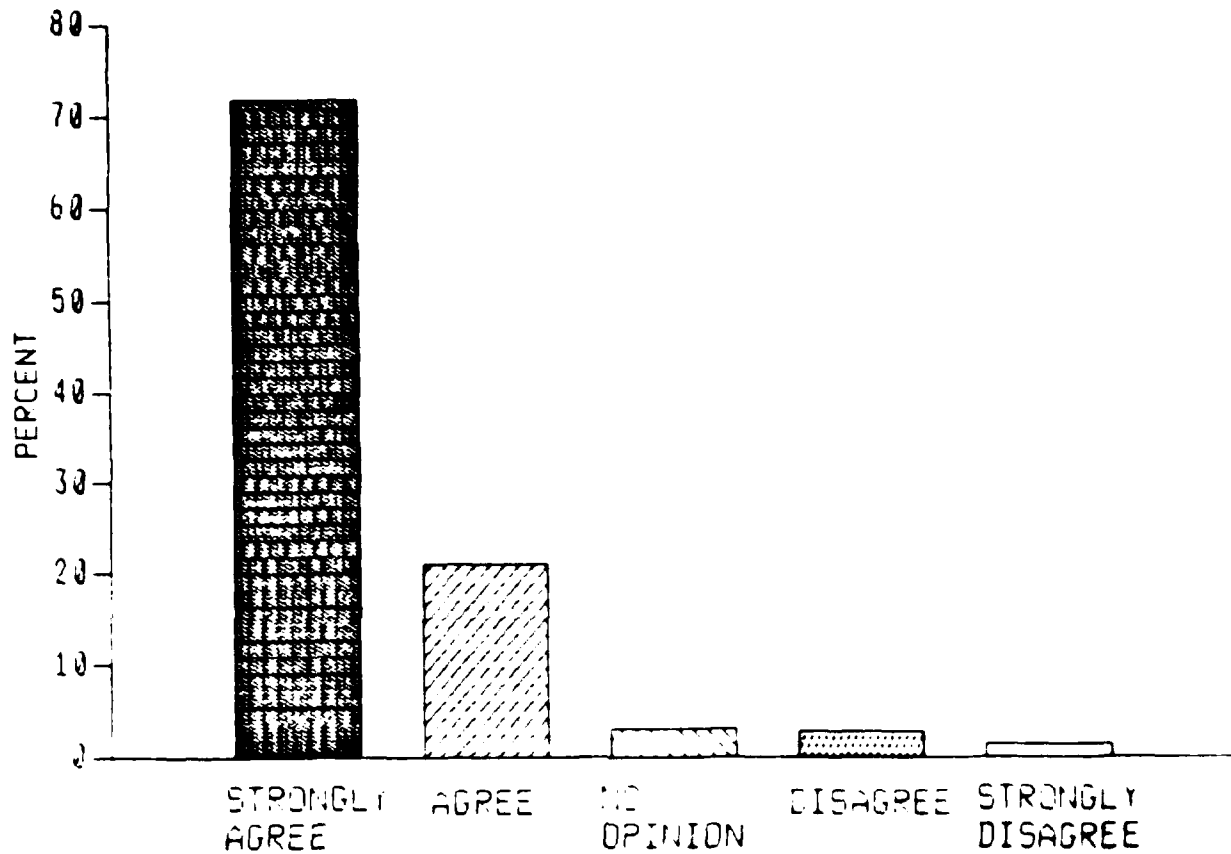
QUESTION 61: Uniforms should be issued to the following cadets:				
RESPONSE(%)	PMS	OFF	ENL	ALL
A. All cadets.	74.0	68.4	62.2	66.0
B. MS II through IV.	15.4	17.8	18.5	18.0
C. MS III and IV.	10.6	13.8	19.3	15.9

ISSUE OF UNIFORMS

Bar chart with y-axis labeled PERCENT (0 to 70) and three bars: ALL CADETS, MSII-MSIV, MSIII & MSIV.
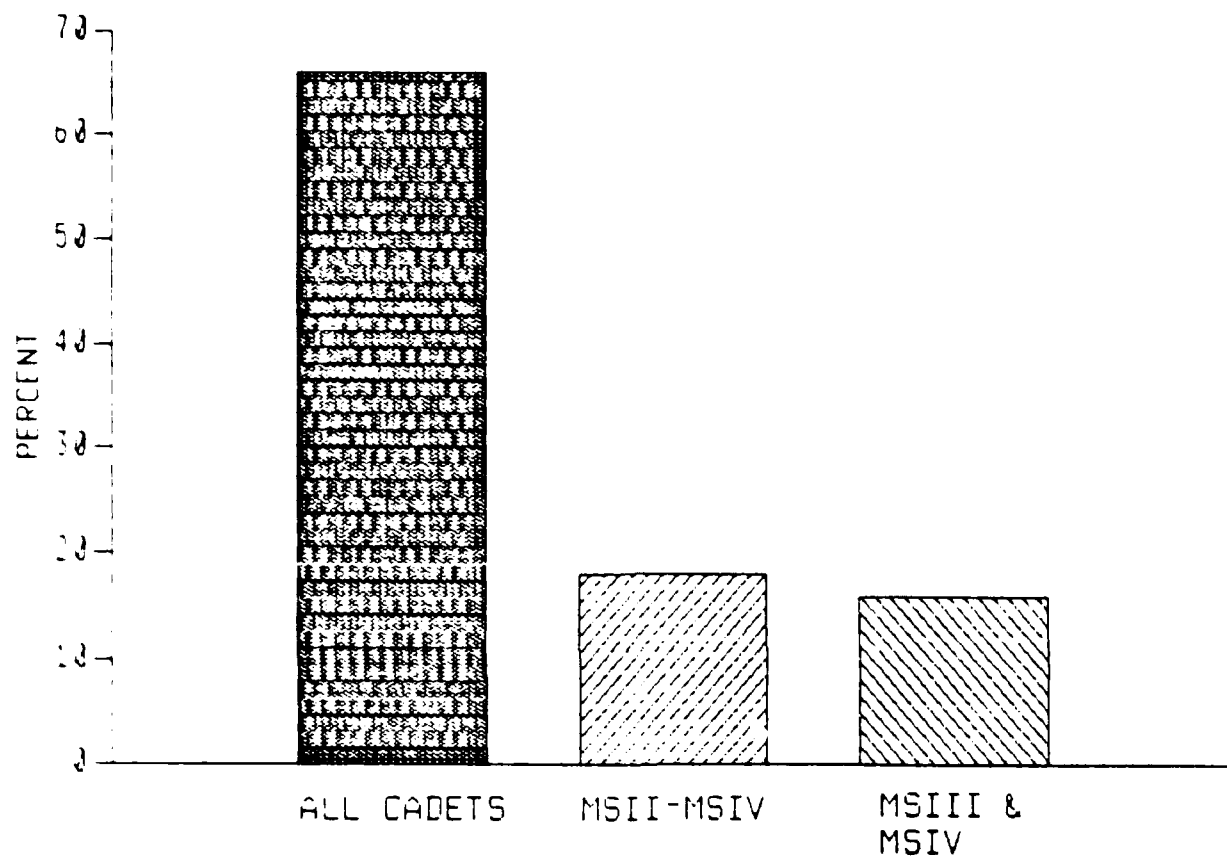
QUESTION 52: Cadet physicals should be performed by:					
RESPONSE(%)	PMS	OFF	ENL	AGR	ALL
A. Local contract physicians.	33.2	30.1	28.9	26.0	2.6
B. Active component (any service) medical facilities.	13.0	13.3	25.9	7.9	18.2
C. MEPs.	6.2	6.3	9.7	5.3	7.5
D. Local Guard or Reserve Medical units.	.3	1.3	2.0	3.0	1.5
E. More than one combination of responses "A" through "D".	47.3	49.1	33.5	57.7	41.0

JROTC ORIENTATION

70		
60		
50		
PERCENT 40		
30		
20		
10		
0	PATRIOTISM	FEED SROTC CITIZENSHIP
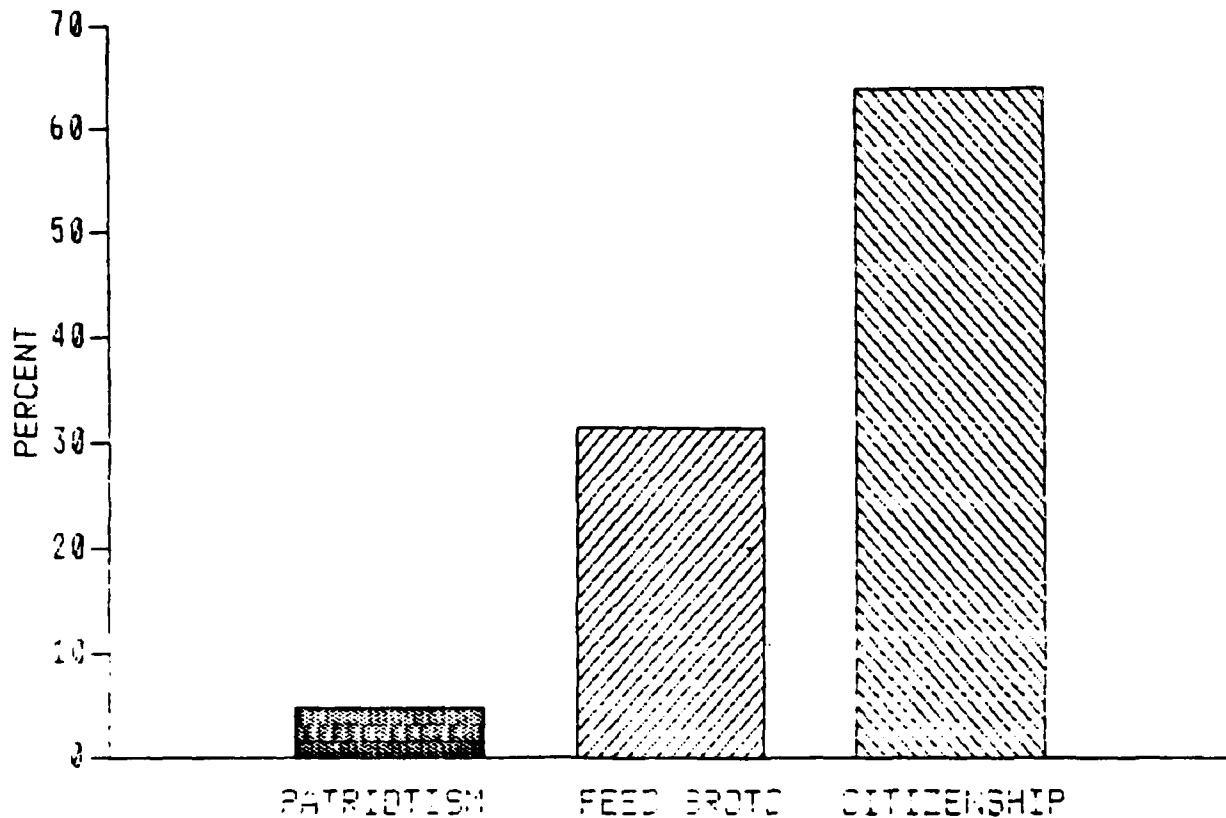
QUESTION 63:   JROTC should be primarily oriented on:

RESPONSE(%)	PMS	OFF	ENL	ALL
A. Promoting Patriotism.	4.1	4.1	5.5	4.7
B. Producing high quality students for the SROTC Program.	16.8	26.3	40.0	31.5
C. Educating students in leadership, self-reliance, good citizenship, and respect for constituted authority.	79.0	69.5	54.5	63.8

NEED FOR STRONGER
JROTC SROTC RELATIONSHIP
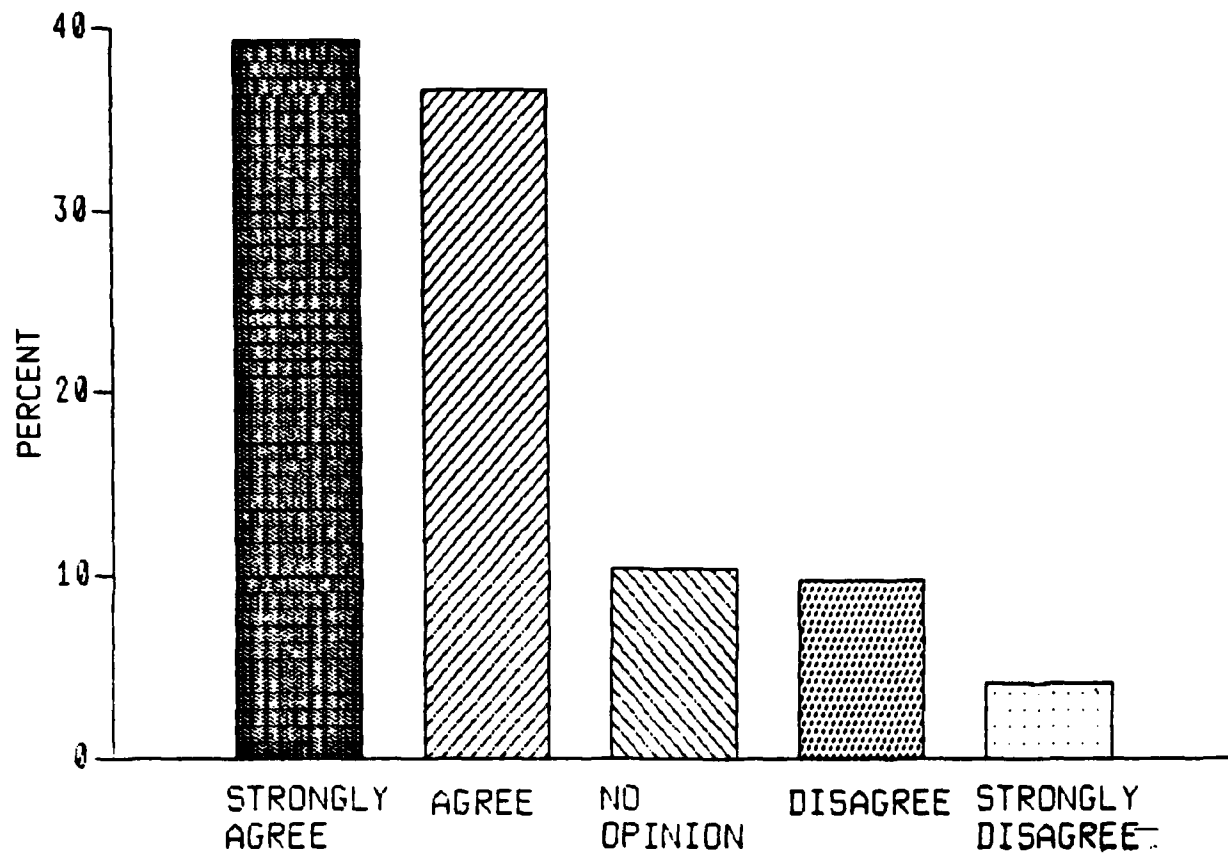
QUESTION 64: A stronger relationship between JROTC and SROTC Programs would be beneficial to both programs:

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	27.1	53.7	30.4	62.1	61.2	31.7	39.3
B. Agree	33.2	35.3	37.5	29.6	26.5	43.0	36.6
C. No Opinion	10.6	6.7	12.7	5.3	3.1	12.5	10.3
D. Disagree	21.9	3.3	13.5	1.9	6.1	9.1	9.6
E. Strongly Disagree	7.2	1.0	6.0	1.0	3.1	3.8	4.1

DIAGNOSTIC TESTING
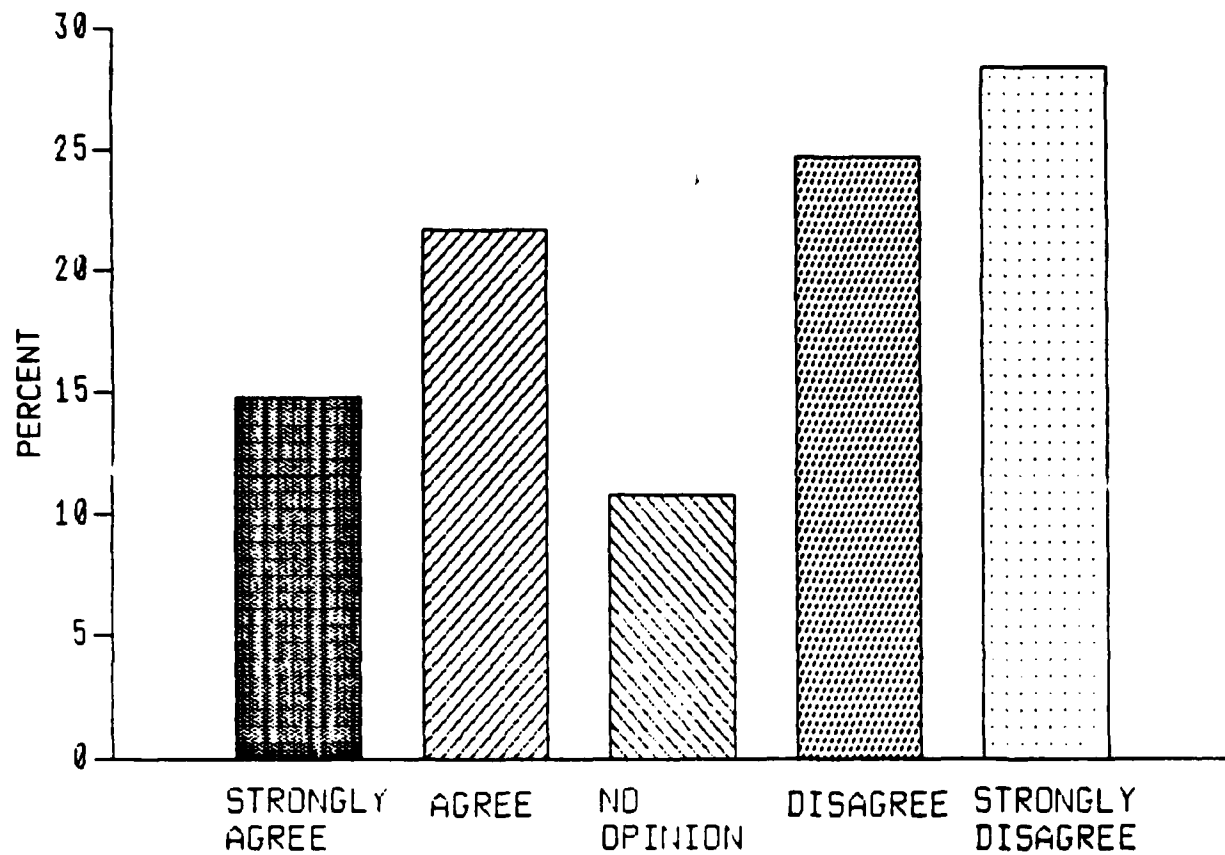
QUESTION 65:	ROTC cadre should administer diagnostic test (e.g. The Nelson-Denny Reading Test, etc) regardless of host university testing program.						
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	9.2	23.1	9.2	25.5	26.3	9.1	14.7
B. Agree	17.7	26.5	18.5	31.1	21.2	18.9	21.6
C. No Opinion	2.4	17.7	6.6	15.0	17.2	7.6	10.8
D. Disagree	30.4	18.0	28.8	17.6	17.2	29.5	24.6
E. Strongly Disagree	40.3	14.6	36.8	10.8	18.2	34.8	28.3

ROTC SHOULD COUNSEL ON REMEDIAL TRAINING NEEDS
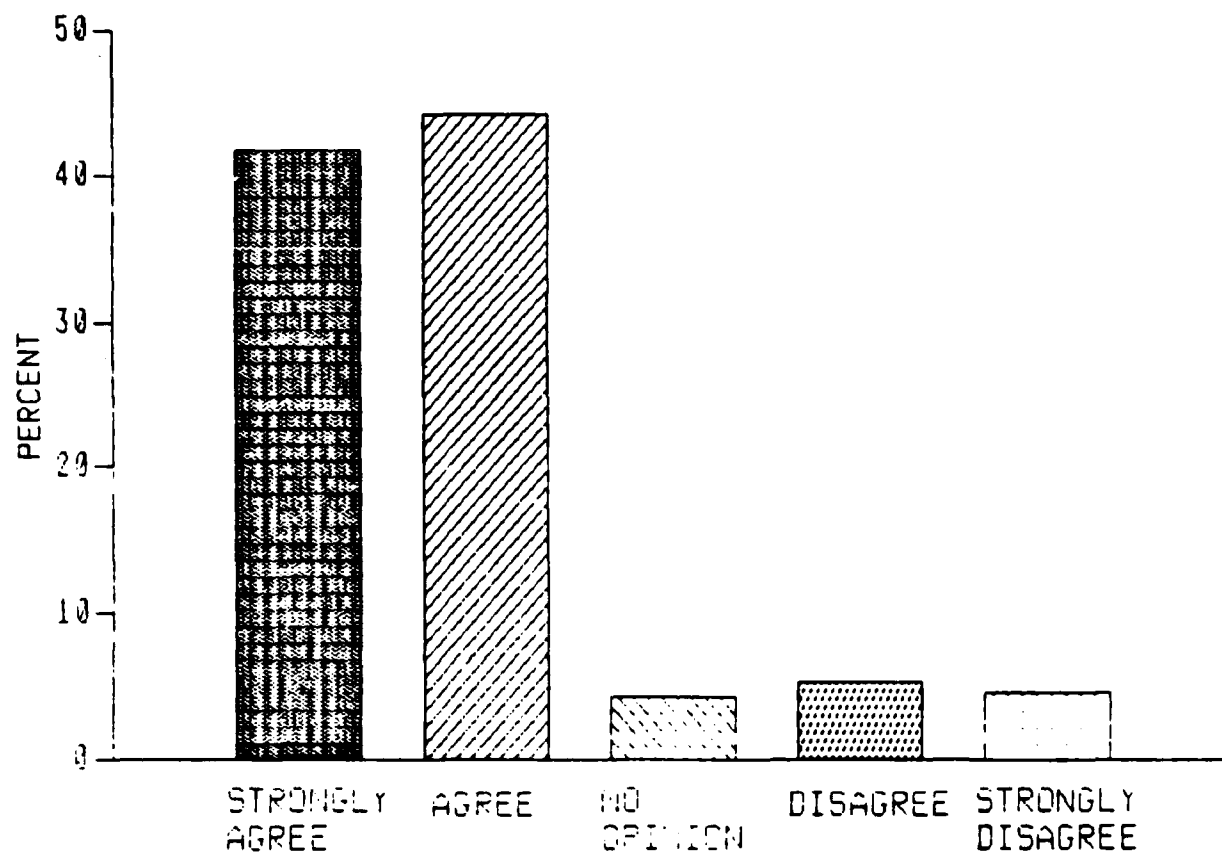
QUESTION 66:	ROTC cadre should be involved in counseling on remedial training needs.						
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	36.9	45.5	39.3	49.4	50.5	35.0	41.8
B. Agree	45.4	42.8	45.0	38.4	35.4	45.5	44.1
C. No Opinion	2.0	6.9	2.7	5.8	7.1	4.9	4.3
D. Disagree	6.8	2.7	6.9	3.6	4.0	6.8	5.3
E. Strongly Disagree	8.9	2.1	6.1	2.7	3.0	7.9	4.5

REMEDIAL TRAINING
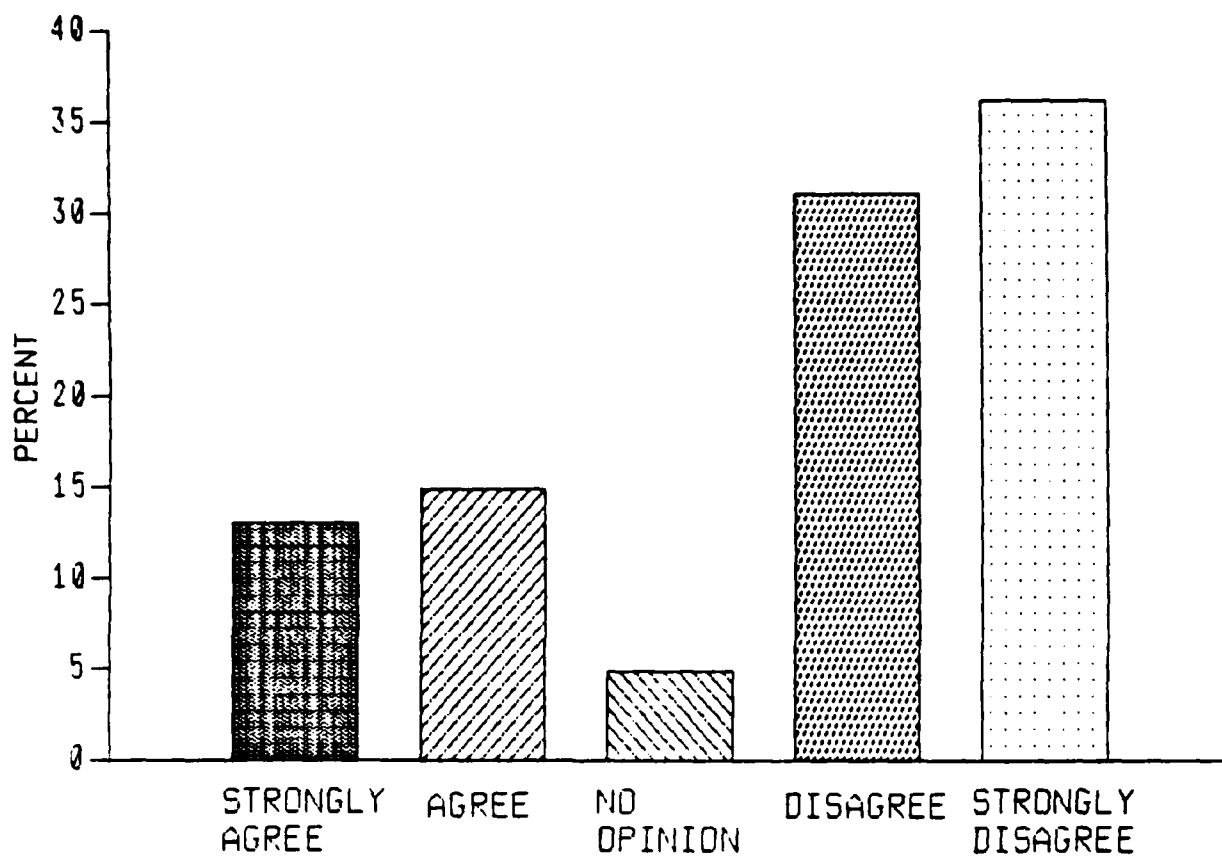
QUESTION 67: ROTC should run remedial training programs for cadets found deficient in basic academic skills.							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	3.1	26.1	4.9	25.4	31.0	4.9	13.1
B. Agree	7.5	24.4	9.1	26.1	22.0	10.2	14.9
C. No Opinion	1.0	9.0	2.3	7.1	13.0	2.6	4.9
D. Disagree	31.2	23.5	35.7	24.1	13.0	40.0	30.9
E. Strongly Disagree	57.2	17.1	48.1	17.3	21.0	42.3	36.1

A-67

OSB IS A GOOD INDICATOR
OF OFFICER POTENTIAL
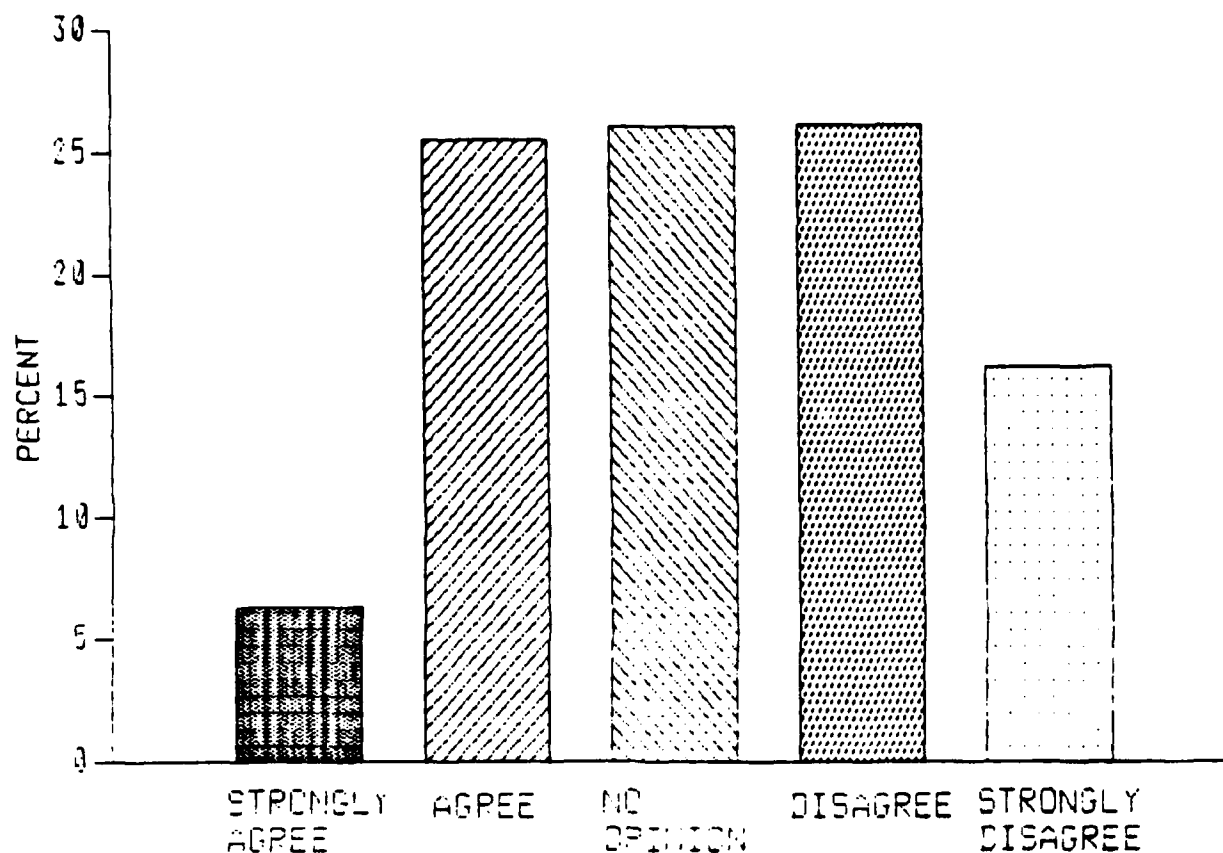
QUESTION 68: The Officer Selection Battery (OSB) is a good indicator of officer potential.

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly Agree	6.5	9.7	4.1	8.8	6.1	5.3	6.3
B. Agree	30.4	26.8	25.0	29.0	23.2	21.5	25.5
C. No Opinion	28.3	28.7	24.2	21.2	25.3	23.8	26.1
D. Disagree	23.9	21.6	28.8	25.5	22.2	32.1	26.0
E. Strongly Disagree	10.9	13.2	17.9	15.6	23.2	17.4	16.1

MINIMUM GRADE POINT AVERAGE
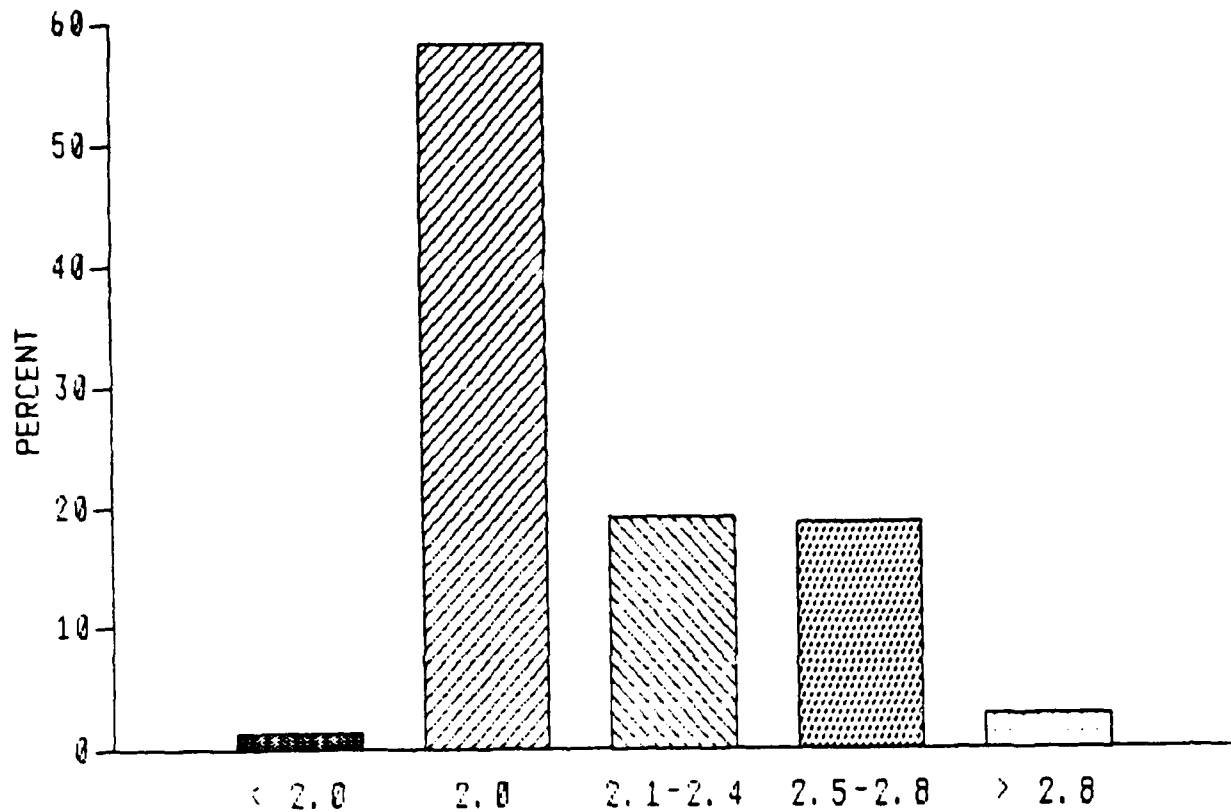
QUESTION 69: The Grade Point Average (GPA) is used as an academic standard for commissioning. The minimum GPA (on a 4.0 system) should be in the following range:

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Less than 2.0.	1.4	2.2	.9	2.9	1.0	.4	1.4
B. 2.0 (current system).	68.6	53.0	61.4	53.4	58.3	56.6	58.1
C. 2.1 - 2.4.	17.1	14.0	22.0	17.6	12.5	24.5	19.1
D. 2.5 - 2.8.	12.6	24.5	15.0	22.3	20.8	17.4	18.6
E. Greater than 2.8.	.3	6.4	.8	3.7	7.3	1.1	2.9

APRT REQUIREMENT
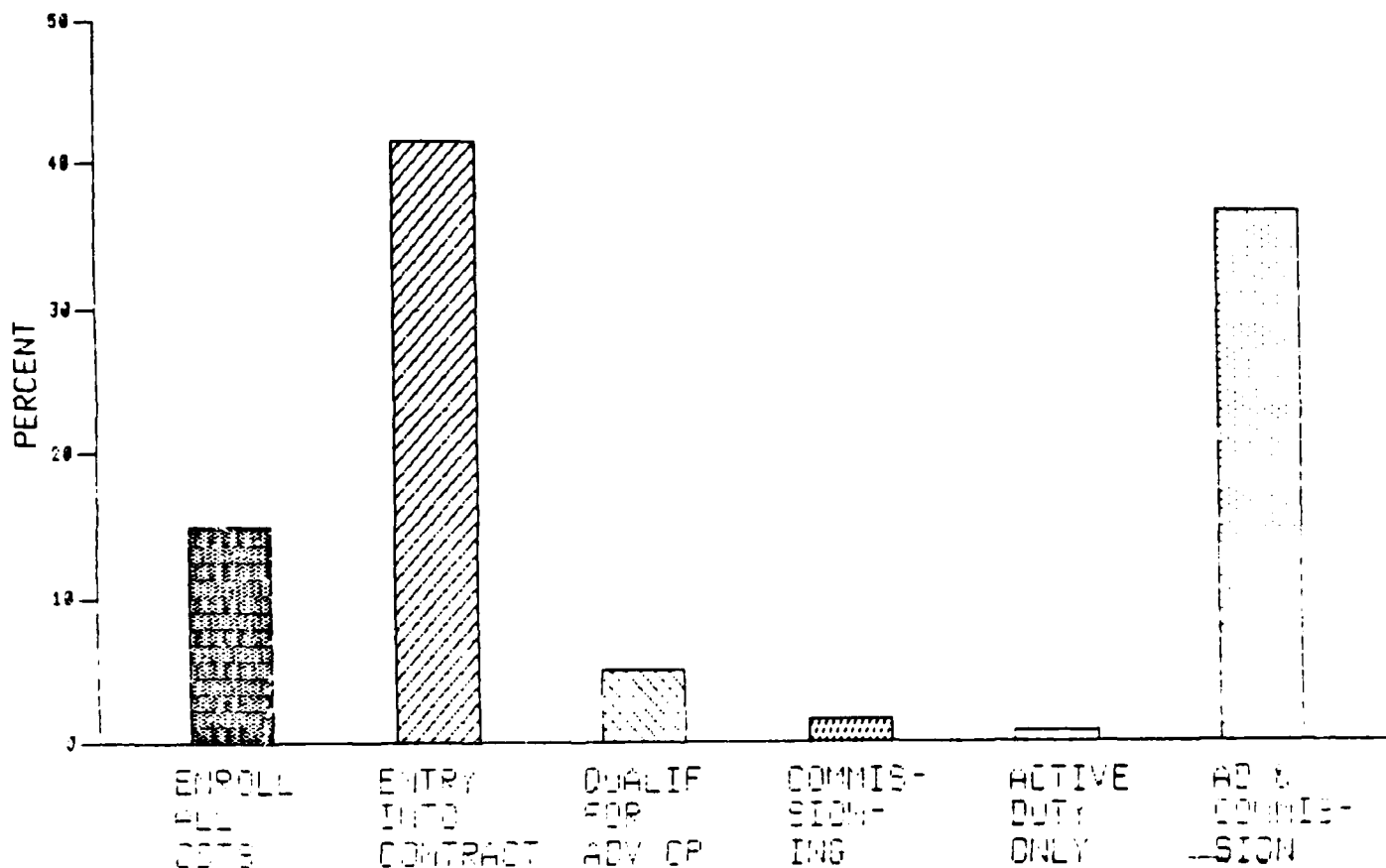
QUESTION 70: Passing the APRT should be a requirement for which one of the following:				
RESPONSE(%)	PMS	OFF	ENL	ALL
A. Enrollment of all cadets into the program.	6.8	7.3	27.2	14.9
B. Entry into contract status (scholarship and advanced course).	30.8	38.2	46.0	41.4
C. Only to qualify for advanced camp.	5.1	5.7	4.0	5.0
D. Only at the time of commissioning.	.7	1.6	1.6	1.6
E. Active duty only, not ROTC cadets.	.3	.7	.6	.7
F. Qualify for Advanced Camp and commissioning.	56.2	46.5	20.6	36.4

LEADERSHIP ASSESSMENT PROGRAM

QUESTION 71: The Leadership Assessment Program (LAP):

RESPONSE(%)	PMS	OFF	ENL	ALL
A. Is a good program as it is currently applied to selected cadets.	29.3	33.5	36.8	34.7
B. Should be increased in scope and administered to all cadets.	9.1	9.7	24.9	15.4
C. Should be decreased in scope and administered to all cadets.	17.4	13.9	9.4	12.2
D. Should be discontinued.	44.3	43.0	28.8	37.6

A-71

LEADERSHIP ASSESSMENT SYSTEM
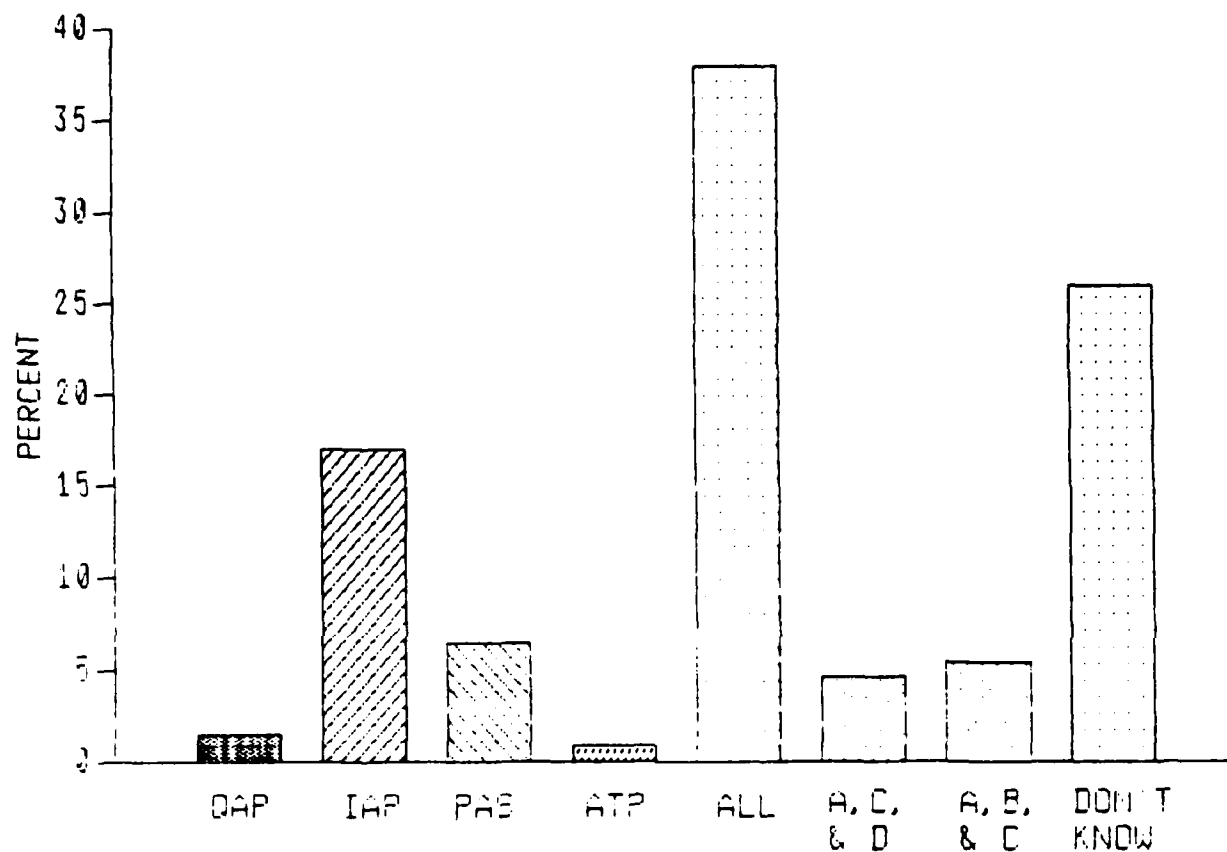
QUESTION 72:	The current cadet leadership assessment system consists of the following:			
RESPONSE(%)		PMS	OFF	ENL	ALL

RESPONSE(%)	PMS	OFF	ENL	ALL
A. Quality Assurance Program (QAP).	1.1	1.0	2.4	1.5
B. Leadership Assessment Program (LAP).	13.1	15.4	19.3	16.9
C. Precommissioning Assessment System (PAS).	11.3	8.4	3.6	6.6
D. Achievement Testing Program (ATP).	.0	.7	1.3	.9
E. All the above.	48.4	41.3	32.8	38.0
F. A, C, and D only.	6.0	5.2	3.7	4.6
G. A, C, only.	4.9	6.3	4.2	5.5
H. I Don't Know.	15.2	21.7	32.8	26.0

BASIC CAMP VS BASIC CRS
ADVANCED COURSE
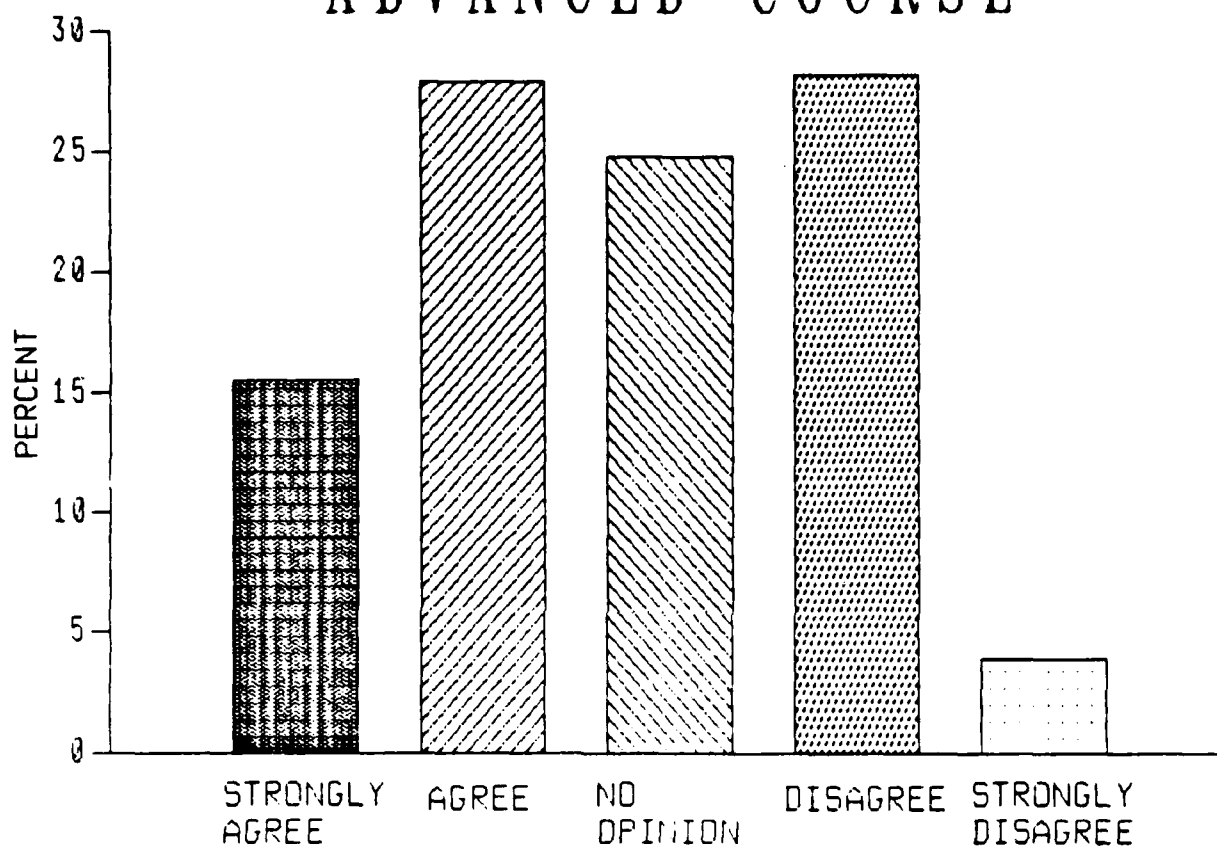
QUESTION 73: Basic Camp graduates perform better in Advanced <u>Course</u> than Basic Course Graduates.					
RESPONSE(%)	PMS	OFF	ENL	NCOIC	ALL
A. Strongly Agree	10.6	11.6	21.6	20.2	15.5
B. Agree	20.8	26.0	31.3	32.5	27.9
C. No Opinion	19.8	23.1	27.3	20.2	24.7
D. Disagree	42.3	35.0	16.7	23.5	28.0
E. Strongly Disagree	6.5	4.3	3.1	3.7	3.9

BASIC CAMP VS BASIC CRS
ADVANCED CAMP
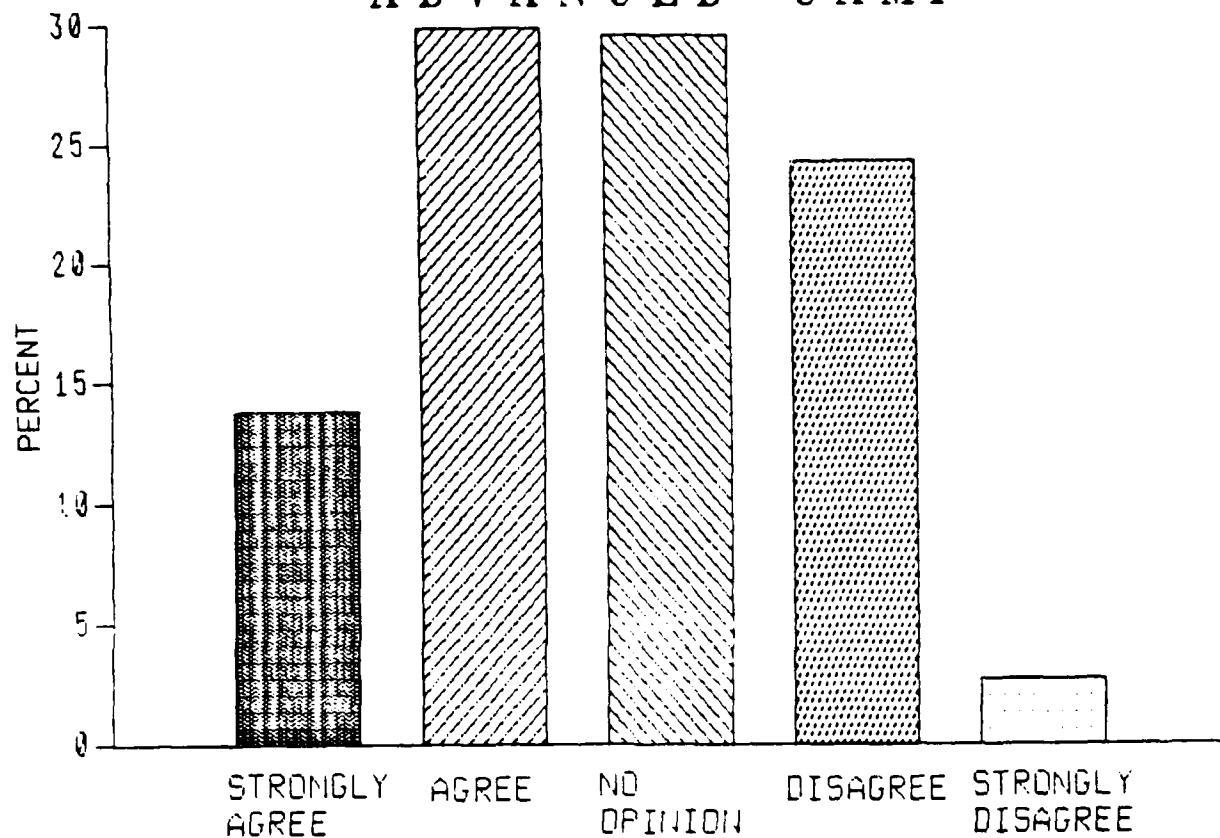
QUESTION 74: Basic Camp graduates perform better in Advanced Camp than Basic Course Graduates.

RESPONSE(%)	PMS	OFF	ENL	NCOIC	ALL
A. Strongly Agree	8.6	9.7	20.4	22.1	13.9
B. Agree	28.8	30.8	28.5	25.8	29.9
C. No Opinion	24.3	28.5	31.2	24.6	29.4
D. Disagree	33.9	28.4	17.2	23.8	24.1
E. Strongly Disagree	4.5	2.6	2.6	3.7	2.7

PRIMARY EMPHASIS OF ADVANCED CAMP
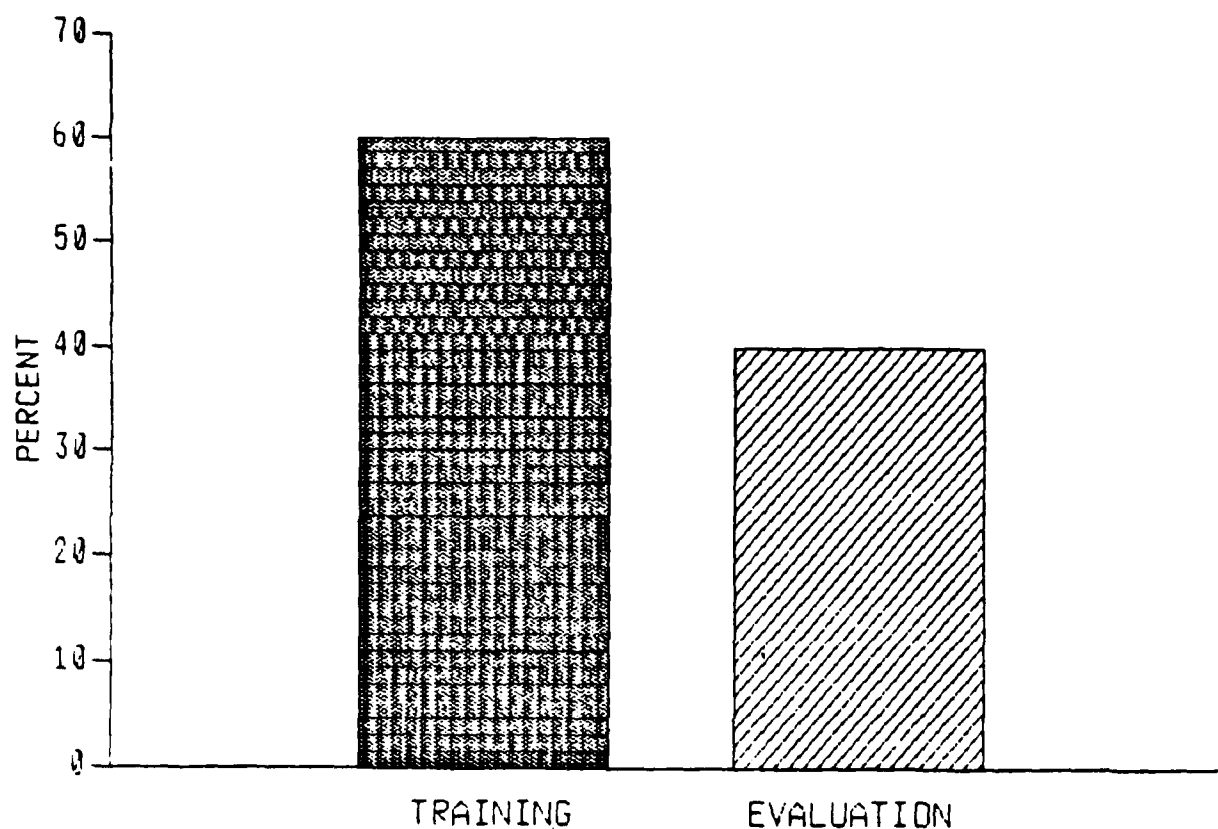
QUESTION 75: The primary emphasis of Advanced Camp should be:

RESPONSE(%)	PHS	OFF	ENL	NCOIC	ALL
A. Training.	64.9	58.6	62.6	58.4	60.1
B. Evaluation.	35.1	41.4	37.4	41.6	39.9

A-75

ADVANCED CAMP EMPHASIS
FOSTERS 'MUST SUCCEED' ATTITUDE
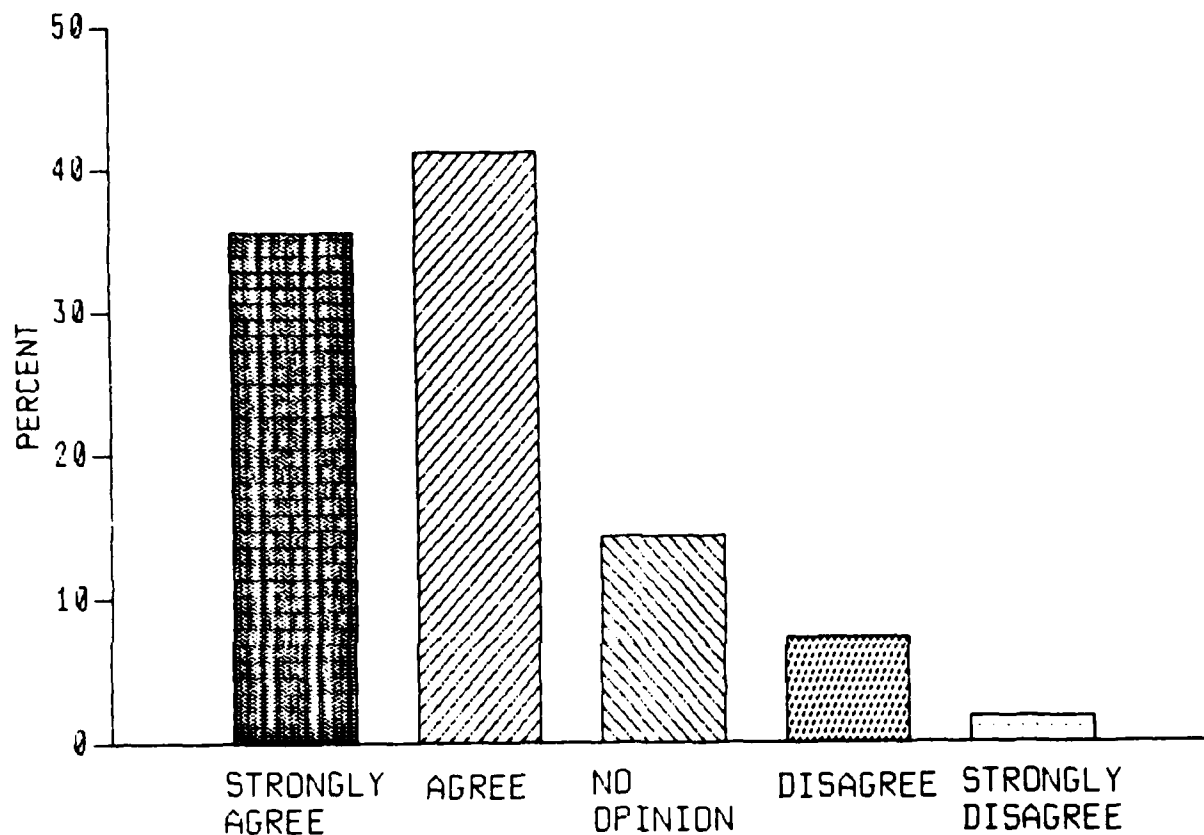
QUESTION 76: The current emphasis on evaluation at Advanced Camp (and the subsequent establishment of CML's) foster an attitude of "must succeed" as opposed to the philosophy of "freedom to fail".

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly agree	41.6	28.5	40.0	33.5	26.5	34.3	35.6
B. Agree	42.3	39.6	42.3	40.1	40.8	45.7	41.3
C. No Opinion	5.5	25.0	7.6	18.8	26.5	12.8	14.2
D. Disagree	9.2	5.3	8.3	6.4	2.0	5.3	7.1
E. Strongly Disagree	1.4	1.6	1.8	1.2	4.1	1.9	1.7

MANDATORY CTLT
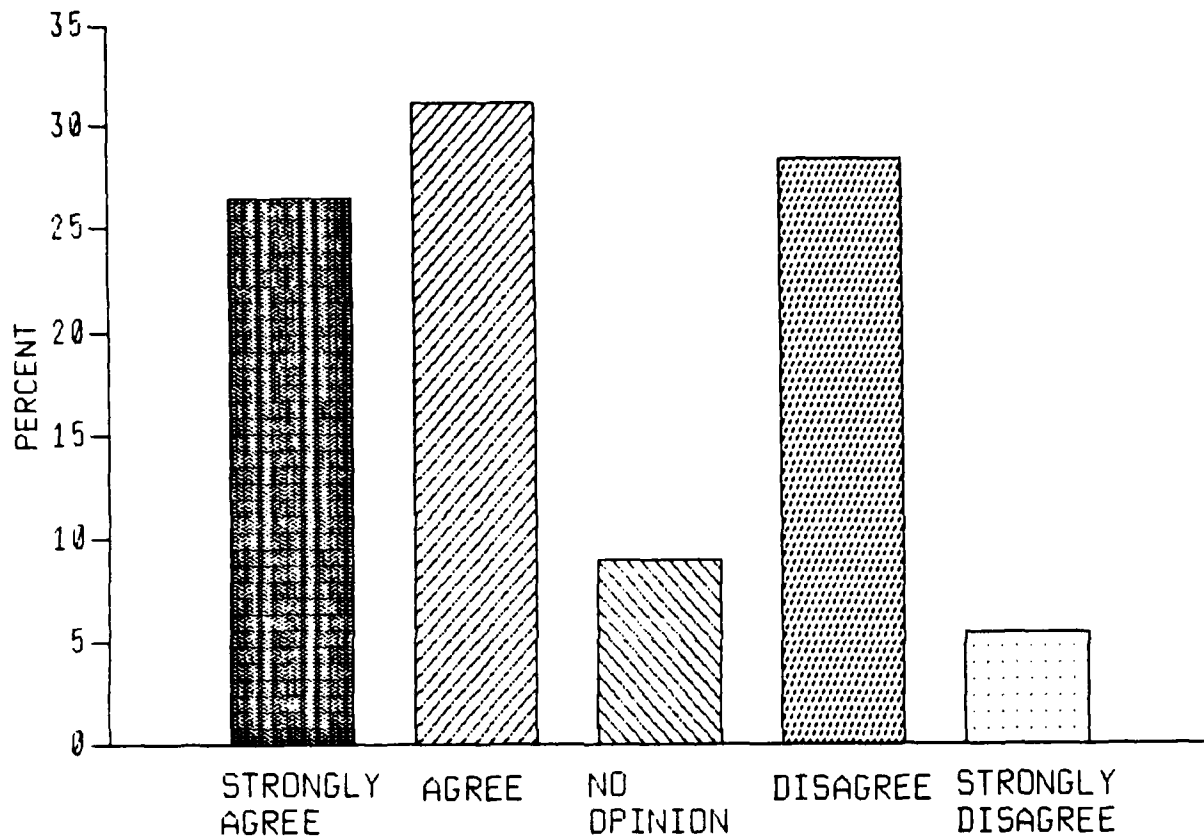
	PHS	OFF	ENL	AGR	ALL

QUESTION 77: CTLT should be mandatory for all cadets.

RESPONSE(%)	PHS	OFF	ENL	AGR	ALL
A. Strongly Agree	17.7	23.0	31.7	16.2	26.4
B. Agree	28.3	29.3	34.1	28.7	31.1
C. No Opinion	5.8	7.0	12.0	13.2	8.9
D. Disagree	39.6	33.8	19.1	35.1	28.3
E. Strongly Disagree	8.5	6.8	3.0	6.8	5.4

PRIMARY BENEFIT OF SPECIAL TNG
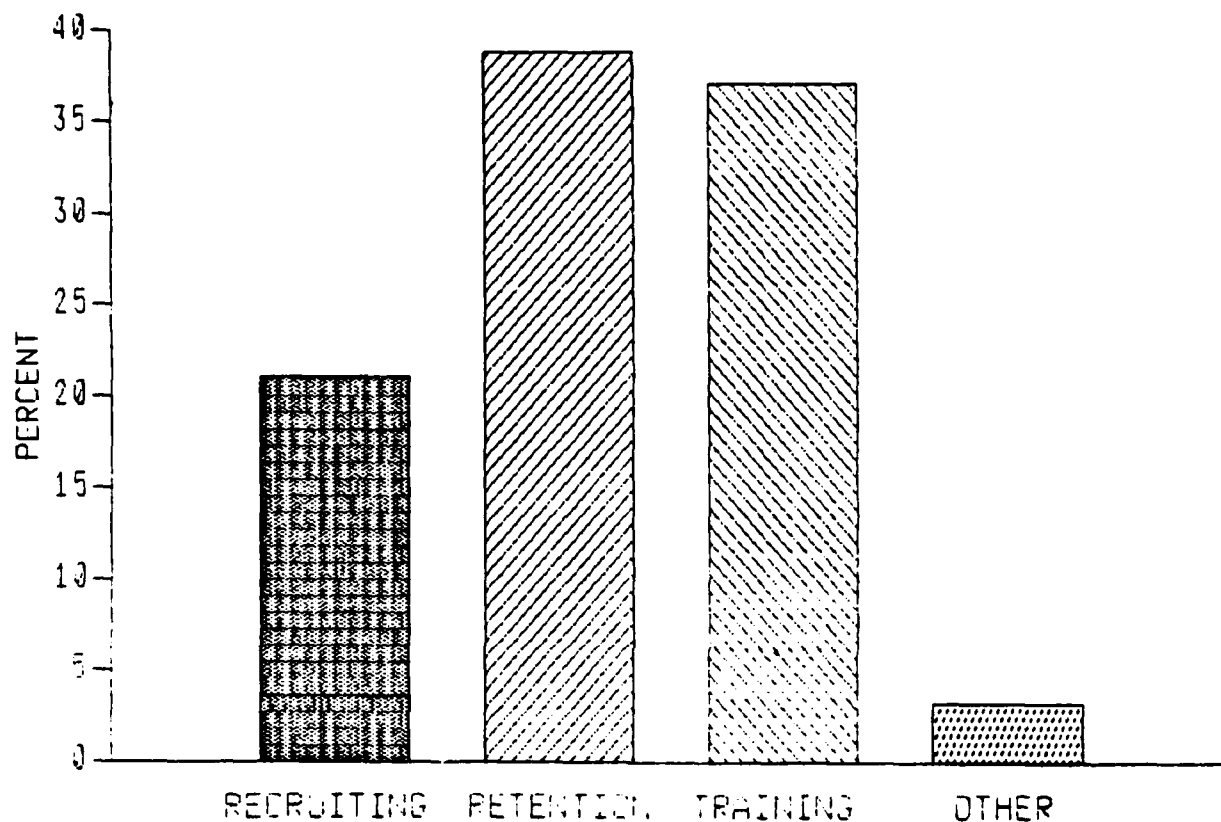
QUESTION 78: The primary benefit of Special Training programs such as Airborne, Northern Warfare, Air Assault is:					
RESPONSE(%)	PMS	OFF	ENL	AGR	ALL
A. Recruiting.	18.5	20.9	21.3	16.3	20.9
B. Retention.	44.5	41.6	34.6	45.1	38.8
C. Training.	31.5	33.1	42.8	32.2	37.1
D. Other.	5.5	4.4	1.3	6.4	3.2

NON-MQS I TRAINING
IS NECESSARY
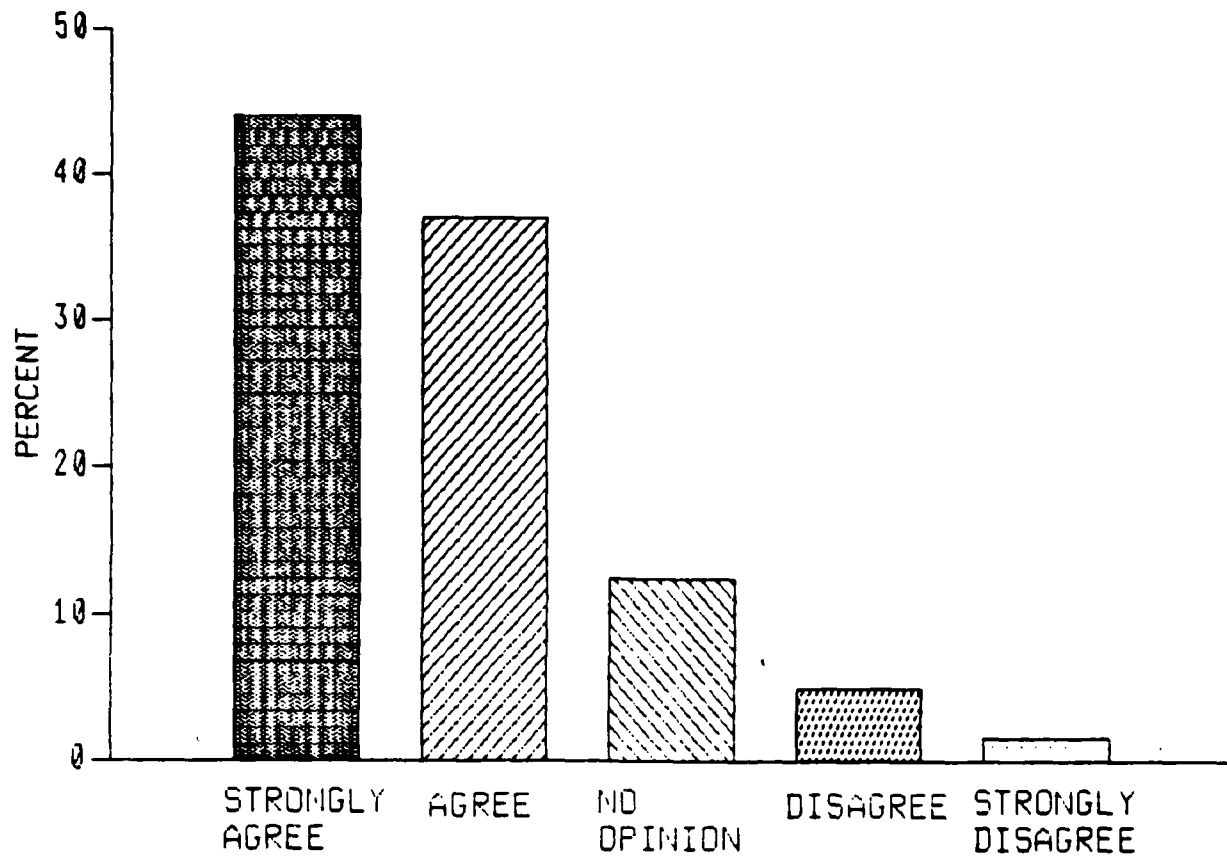
QUESTION 79: Non-MQS I Training (Instructor Group led, on/off campus) is a necessary component in developing a quality lieutenant.

	RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A.	Strongly agree	54.1	32.1	51.3	34.6	29.3	40.2	44.0
B.	Agree	34.2	38.7	36.2	39.8	38.4	43.6	37.1
C.	No Opinion	6.2	21.7	6.7	19.8	24.2	6.8	12.5
D.	Disagree	4.5	5.6	4.5	4.9	6.1	6.8	4.9
E.	Strongly Disagree	1.0	1.8	1.2	1.0	2.0	2.7	1.5

MQS-I CERTIFICATION
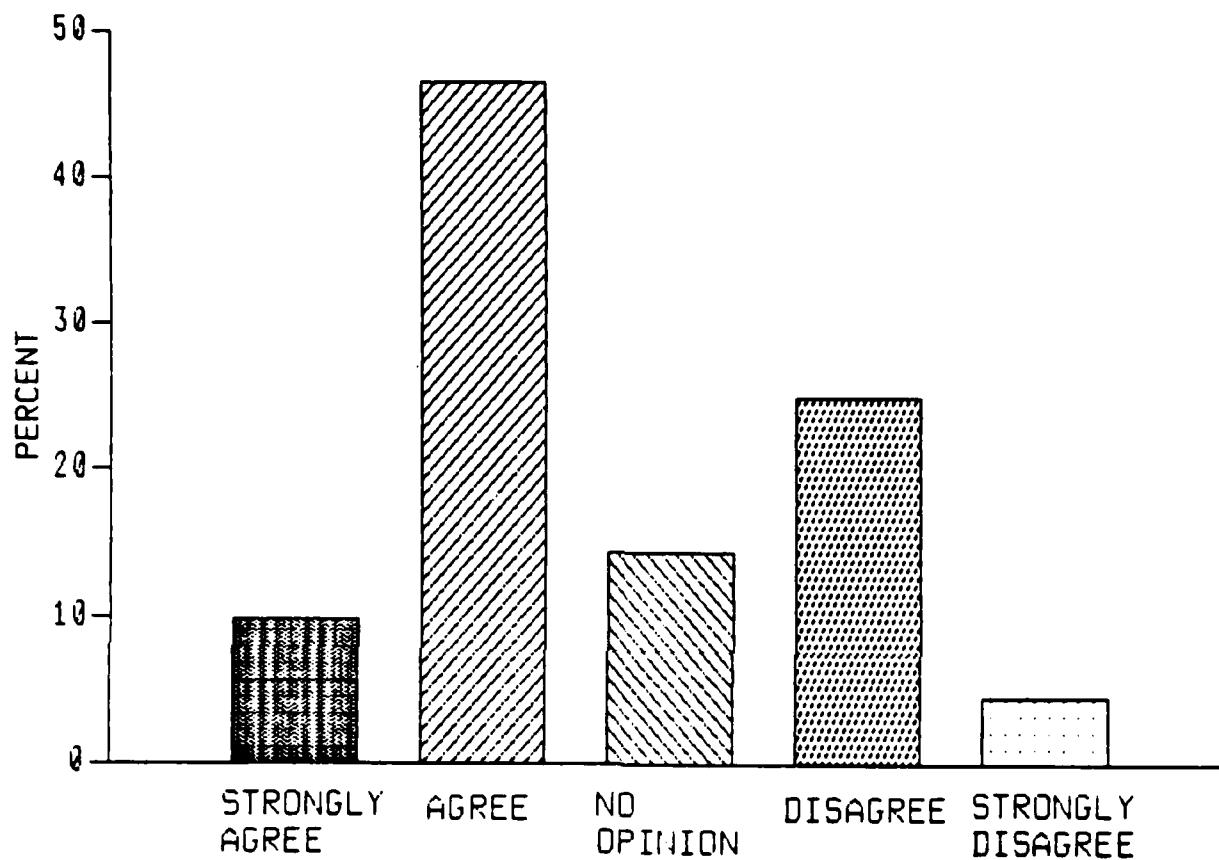
QUESTION 80: Current MQS-I certification procedures are rigorous enough to ensure that all new commissionees are qualified in MQS-I skills.

	RESPONSE(%)	PMS	OFF	ENL	HBC	HOST	EXT-CTR	ALL
A.	Strongly Agree	8.2	8.1	12.8	11.1	9.9	8.4	9.8
B.	Agree	58.0	49.6	41.8	51.8	46.6	44.8	46.5
C.	No Opinion	5.5	9.3	22.3	16.6	13.9	16.5	14.3
D.	Disagree	23.9	28.3	19.1	16.1	25.0	25.2	24.8
E.	Strongly Disagree	4.4	4.8	4.0	4.5	4.6	5.2	4.5

SUFFICIENT TRAINING SUPPORT PACKAGES

	YES	NO
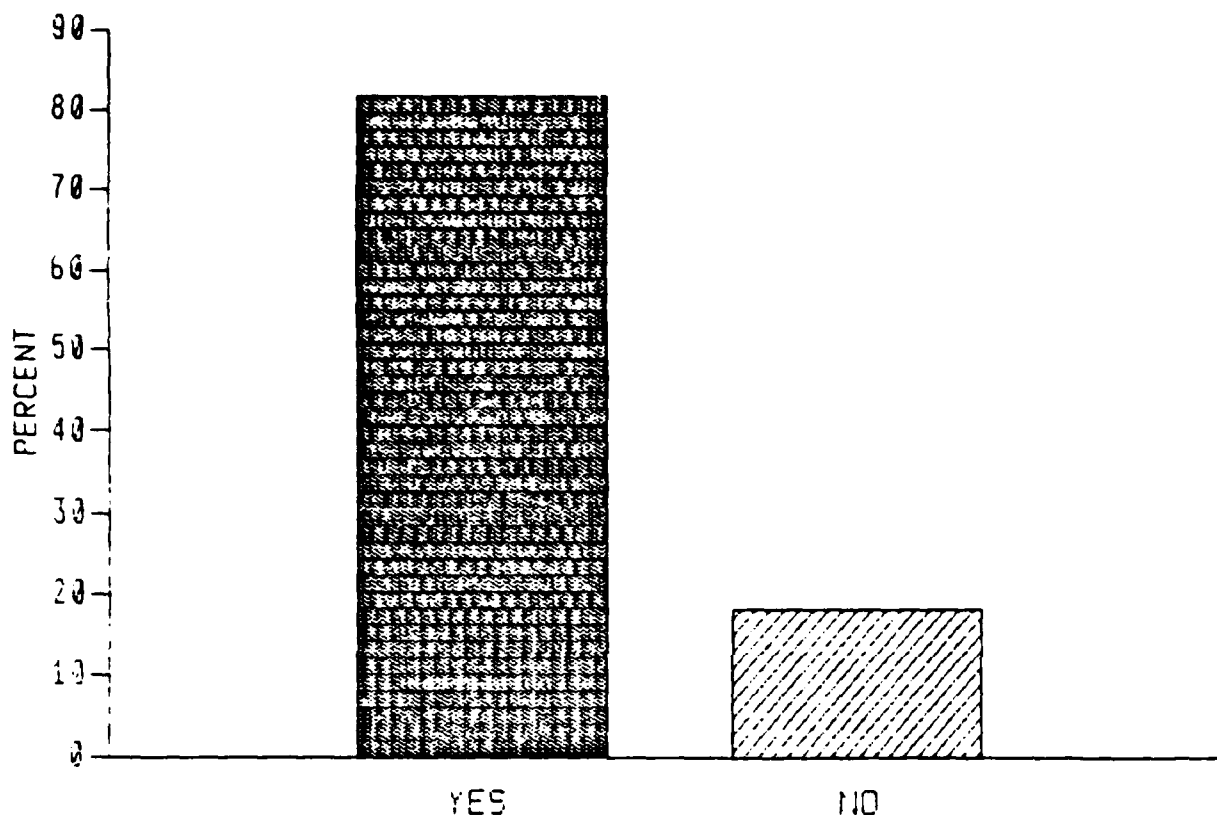
QUESTION 81: Have sufficient Training Support Packages (TSP) been made available to the detachment for implementation of MOS-17					
RESPONSE(%)	PMS	HOST	EXT-CTR	CROSS-ENROLLED	ALL
A. Yes	88.6	82.8	78.4	74.0	81.9
B. No	11.4	17.2	21.6	26.0	18.1

HOST'S VIEW OF MQS PME

```
 60

 50

 40
PERCENT
 30

 20

 10

  0
        INFRINGE-      TOLERATED       VALUABLE
         MENT
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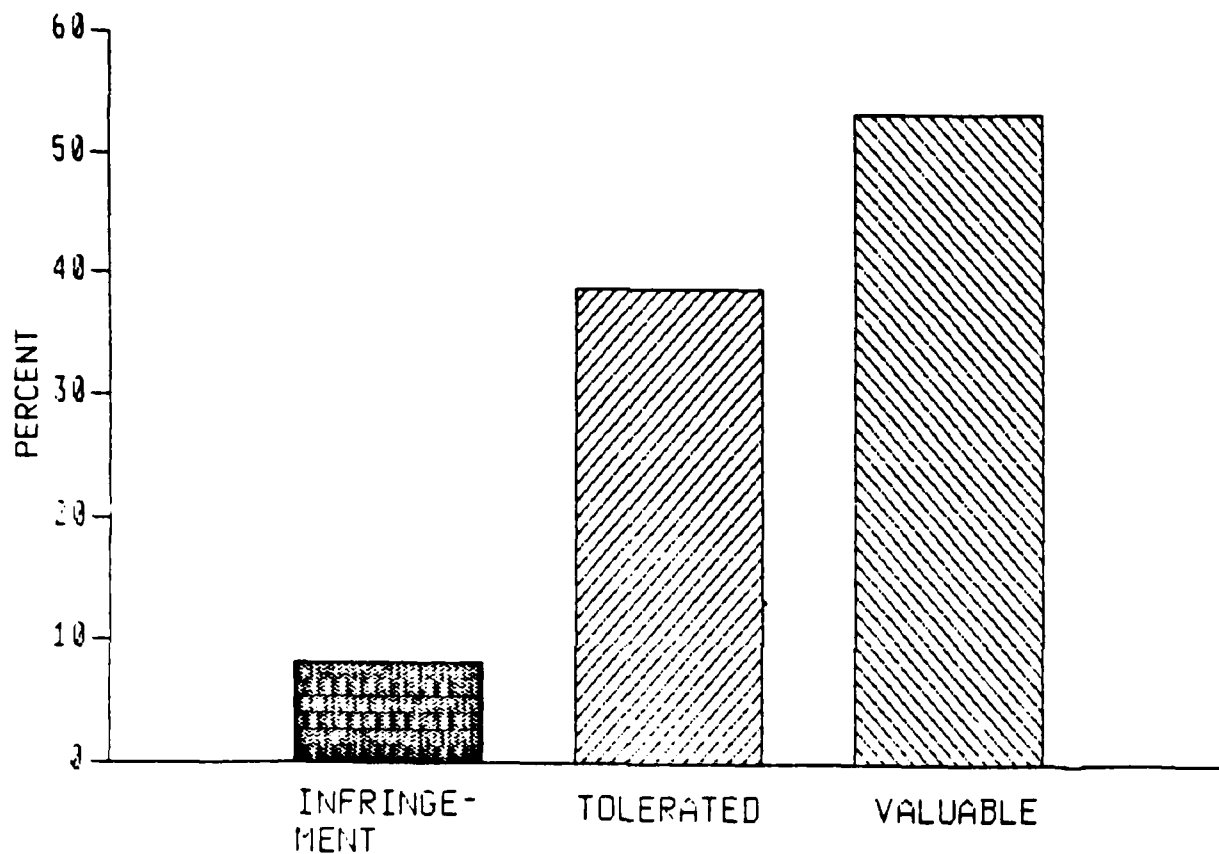
QUESTION 82: The Professional Military Education component of MQS-I is viewed by the host institution as:							
RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. An unnecessary infringement on student time.	5.4	8.3	8.1	8.3	16.5	7.0	8.1
B. Tolerated but not supported.	43.0	30.7	43.4	24.5	30.8	43.8	38.6
C. A valuable addition to the student's curriculum.	51.6	61.0	48.6	67.2	52.7	49.2	53.3

MQS I IS COVERED
IN LATERAL ENTRY PROGRAMS
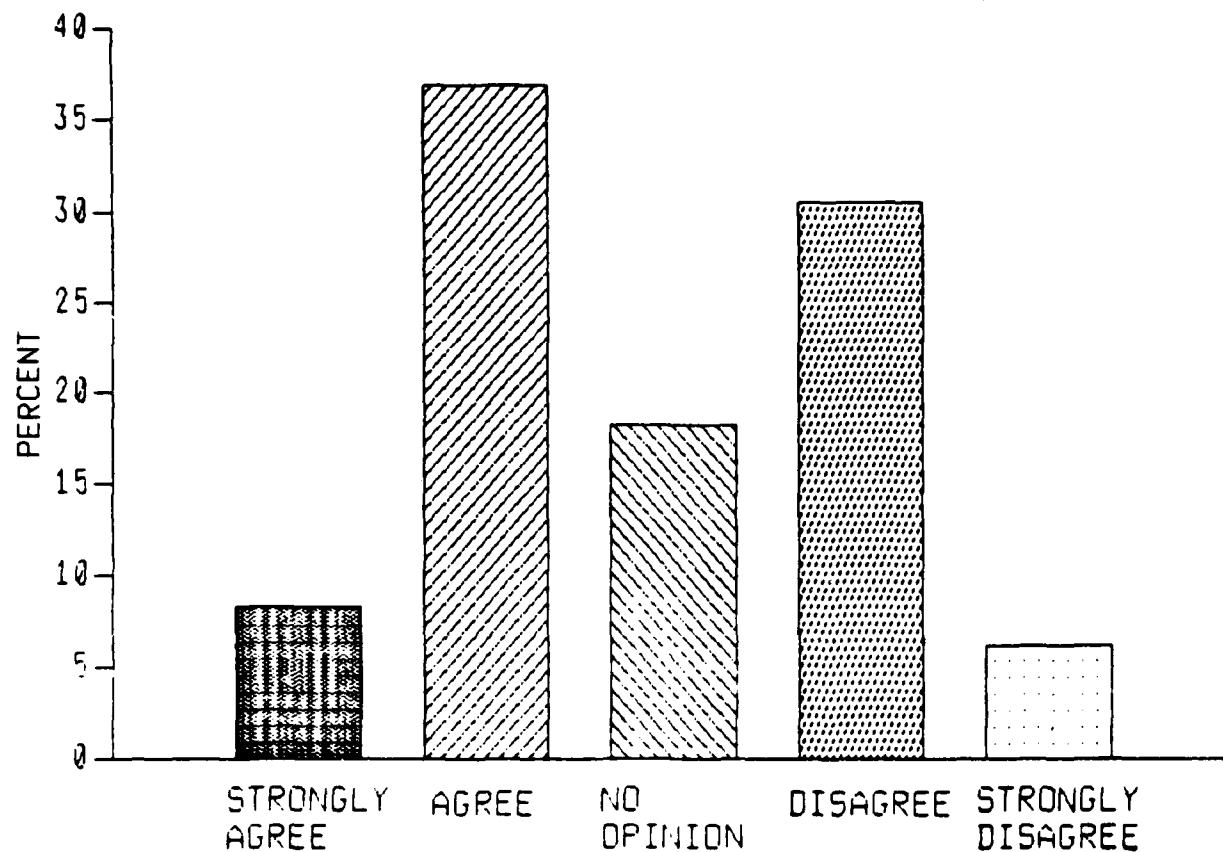
QUESTION 83: Current lateral entry programs (Basic Camp, credit for prior service and JROTC, etc) assure full coverage of MQS-I skill training.

RESPONSE(%)	PMS	ENL	OFF	BLK	HSP	AGR	ALL
A. Strongly agree	2.8	12.8	5.5	12.5	9.3	9.1	8.3
B. Agree	35.5	41.6	34.1	46.3	36.1	32.5	36.9
C. No Opinion	13.4	24.3	14.3	19.6	25.8	14.3	18.2
D. Disagree	40.7	17.9	38.3	18.9	22.7	39.2	30.5
E. Strongly Disagree	7.6	3.4	7.8	2.7	6.2	4.9	6.1

2 YEARS IS ADEQUATE FOR MQS-I TRAINING
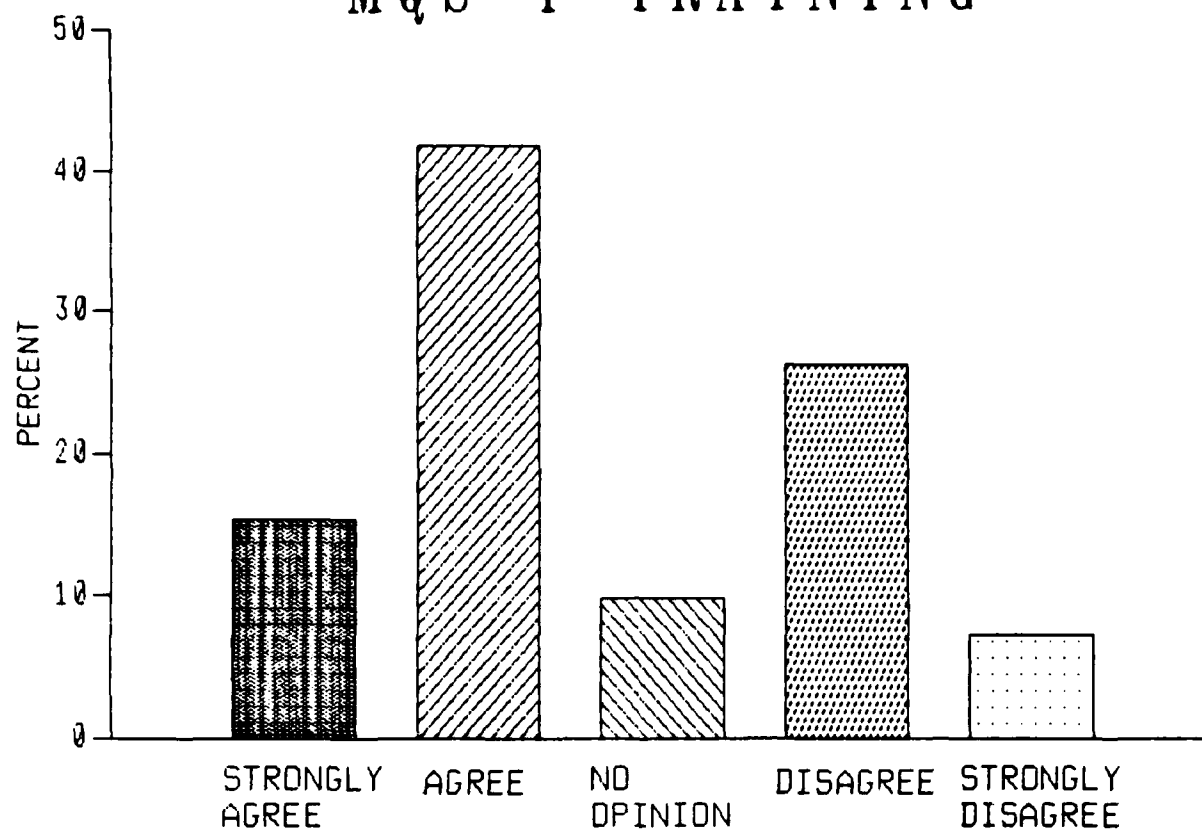
QUESTION 84: MQS-I skills can be adequately trained in a two year ROTC program.					
RESPONSE(%)	PMS	OFF	ENL	NCOIC	ALL
A. Strongly Agree	15.1	15.9	14.1	13.5	15.3
B. Agree	47.3	42.4	40.4	44.9	41.5
C. No Opinion	2.7	5.1	17.5	9.0	9.8
D. Disagree	29.1	28.1	22.9	27.8	26.2
E. Strongly Disagree	5.8	8.5	5.0	4.9	7.2

BEST ROTC PROGRAM
FOR TRAINING

PERCENT

60 — 50 — 40 — 30 — 20 — 10 — 0

4 YEARS 1 CAMP   2 YEARS 1 CAMP   2 YEARS 2 CAMPS   2 CAMPS
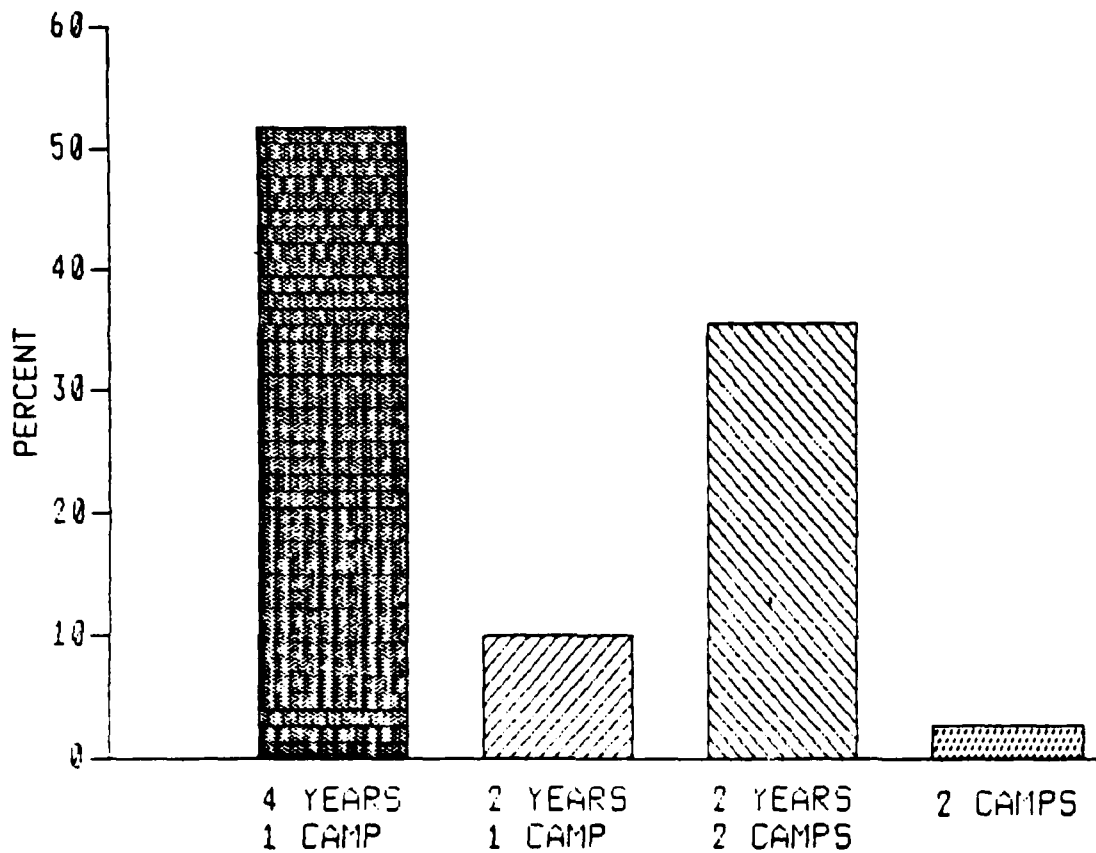
QUESTION 85: The best ROTC program from a training standpoint would be:

RESPONSE(%)	PMS	OFF	ENL	NCOIC	ALL
A. Four years on campus with one summer camp.	55.5	49.8	54.8	57.2	51.7
B. Two years on campus with one summer camp.	8.9	8.6	12.2	11.1	10.0
C. Two years on campus with two summer camps.	33.6	38.0	31.6	30.5	35.6
D. No on campus with two summer camps.	2.1	3.5	1.4	1.2	2.7

A-85

INTERFERENCE OF INDIV INSTRUC-
TION FOR NURSE, MSE CADETS
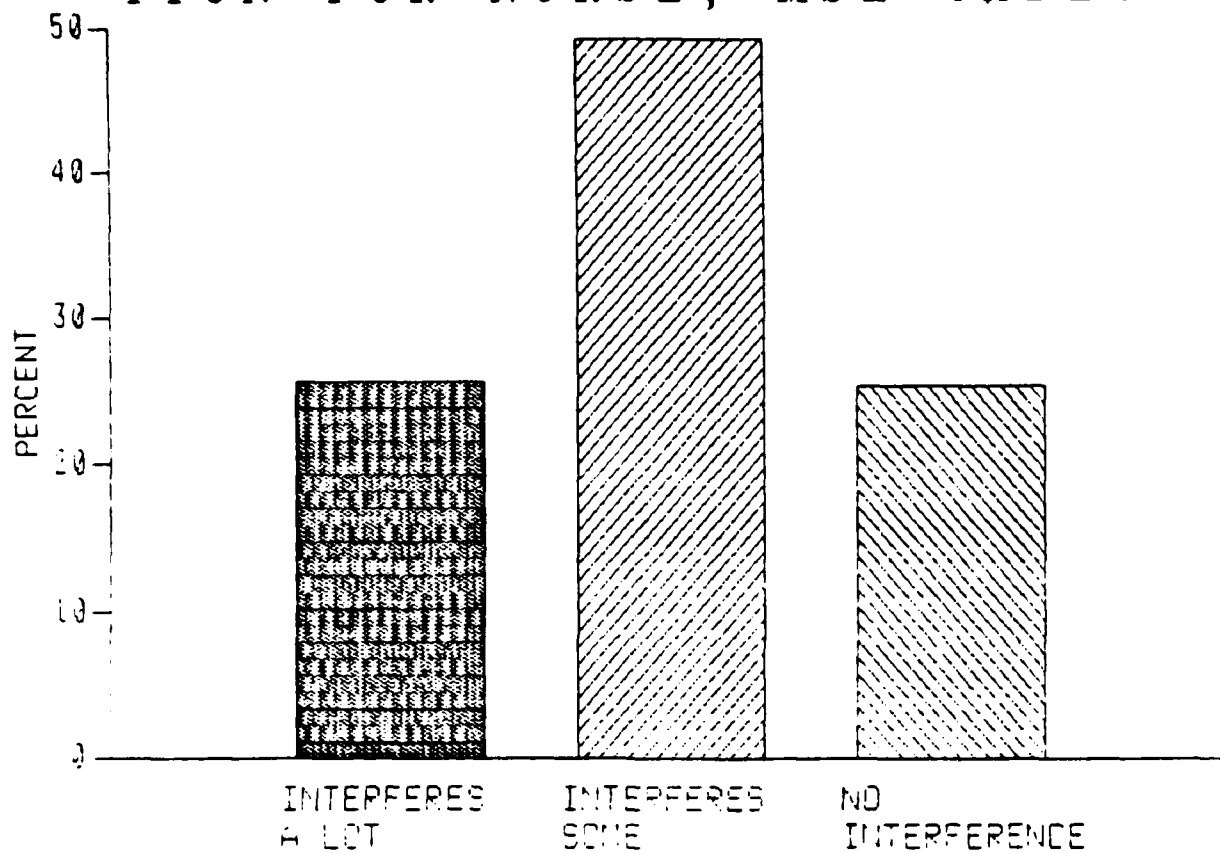
QUESTION 86: How much does individualized instruction required to accommodate nursing, engineering, and science students' schedules interfere with other instructional/Instructor Group responsibilities.

RESPONSE(%)	PMS	OFF	ENL	NCOIC	ALL
A. A lot of interference.	26.4	28.1	21.1	21.4	25.4
B. Some interference.	50.7	48.2	50.8	47.9	49.3
C. Little or no interference.	22.9	23.7	28.1	30.7	25.3

CADRE TRAINING POI

I-MOI, II-RECRUIT, III-LEADER ASSESS, IV-AUTOMATION, V-BUDGET, VI-RC AFFAIR
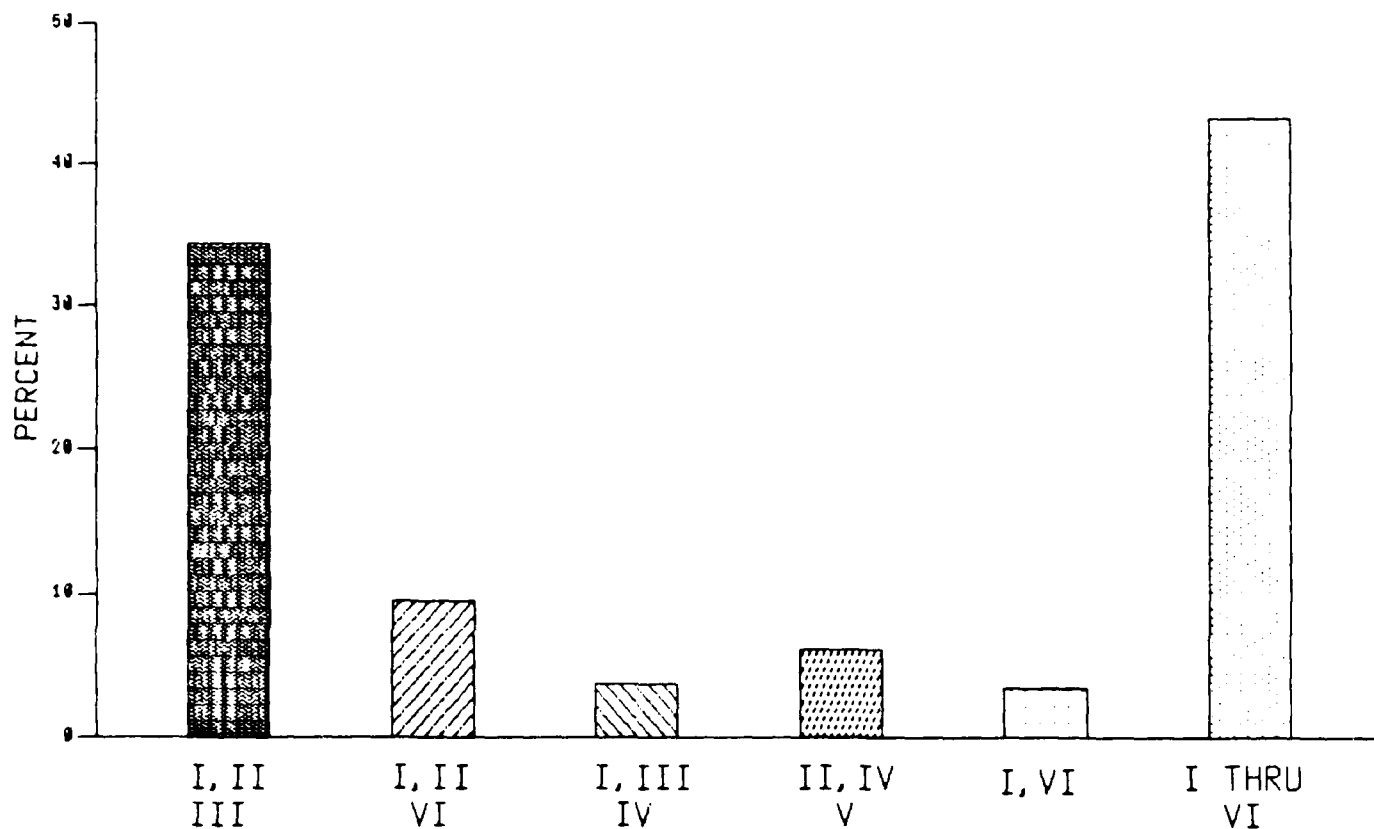
QUESTION 87: ROTC cadre should attend a training course prior to assignment. The following have been suggested for inclusion in the POI: (I) MOI. (II) Recruiting, advertising and marketing. (III) Leadership assessment and counseling. (IV) Automation. (V) Budgeting/resource management. (VI) Guard and Reserve interface. Based on the above list, which combination describes the best program for cadre training?

RESPONSE(%)	PMS	OFF	ENL	NCOIC	ALL
A. I, II, and III.	40.8	35.2	33.2	38.5	34.4
B. I, II, and VI.	7.7	10.5	8.0	9.0	9.5
C. I, III, and IV.	1.4	1.7	6.8	4.3	3.7
D. II, IV, and V.	2.4	4.6	8.7	8.1	6.1
E. I and VI.	2.8	3.3	3.5	3.0	3.4
F. I through VI.	44.9	44.7	39.8	37.2	43.0

MEDICAL LIABILITY SOURCES
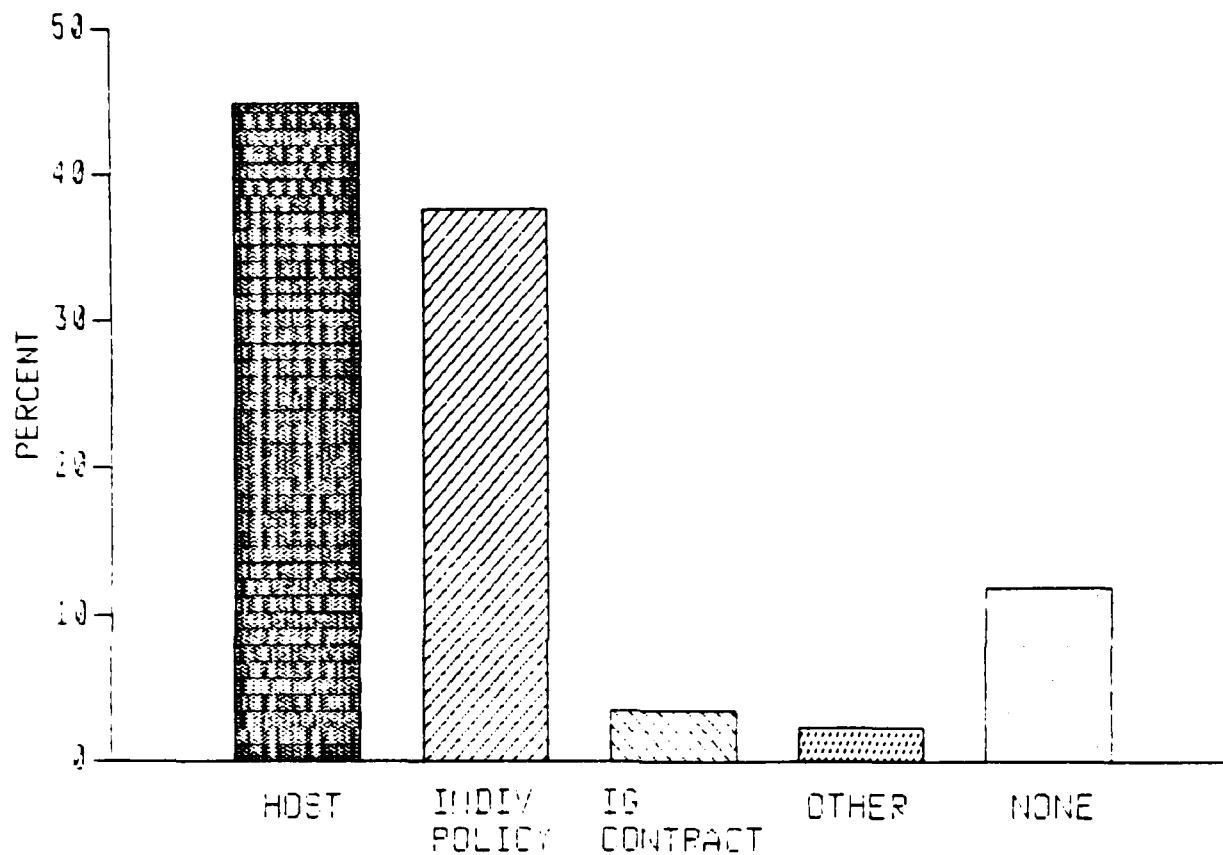
QUESTION 88: Current medical liability coverage comes from the following:					
RESPONSE(%)	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Host Institution.	49.0	44.6	34.5	48.9	44.9
B. Cadet's Individual policy with private company.	33.3	43.1	41.8	34.0	37.6
C. Instructor Group contract.	1.0	.0	7.3	8.5	3.4
D. Other.	2.1	3.1	1.8	2.1	2.3
E. None of the Above.	14.6	9.2	14.5	6.4	11.8

PRODUCTION MISSIONS RECEIVED
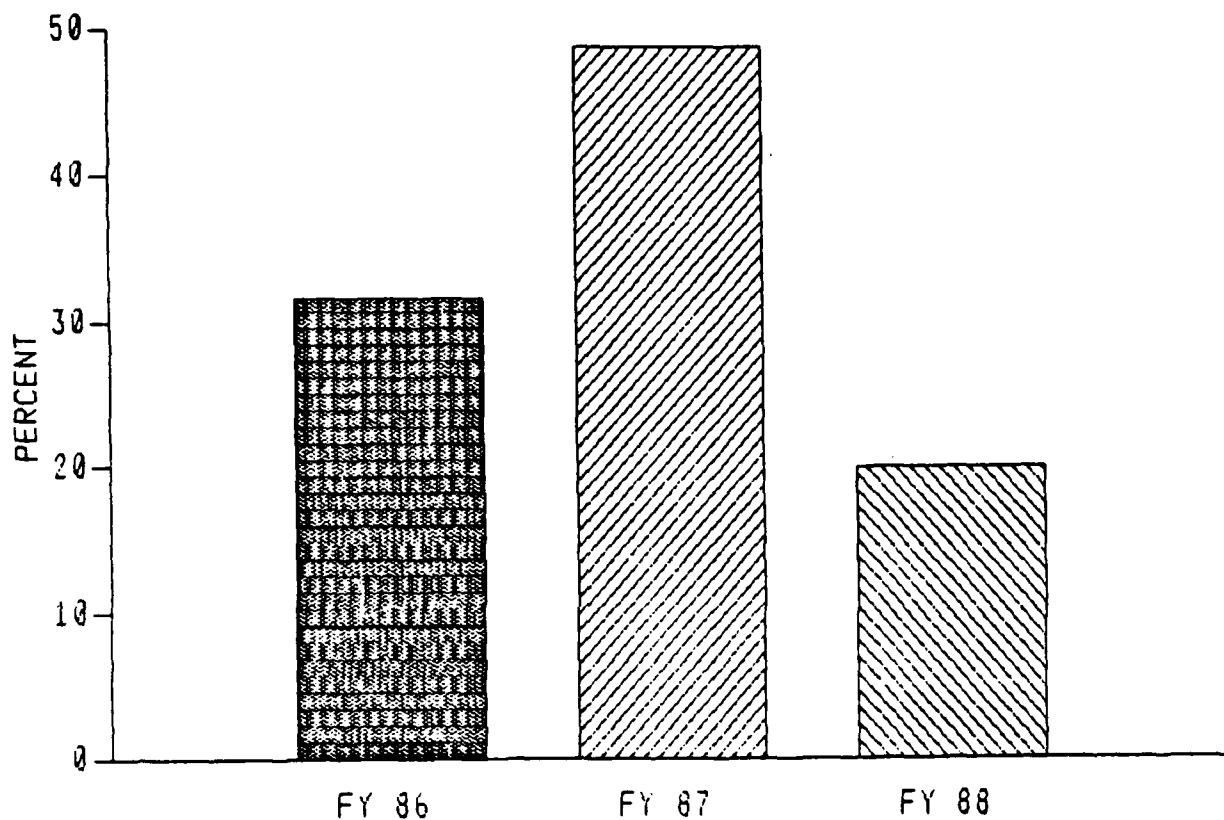
QUESTION 89: I have received my production mission (number of lieutenants to be commissioned) for the years indicated below:

RESPONSE(%)	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. FY 86.	14.7	70.0	36.7	10.6	31.5
B. Through FY 87.	69.5	26.7	24.5	59.6	48.6
C. Through FY 88.	15.8	3.3	38.8	29.8	19.9

FORM OF PRODUCTION MISSION

FORM OF PRODUCTION MISSION
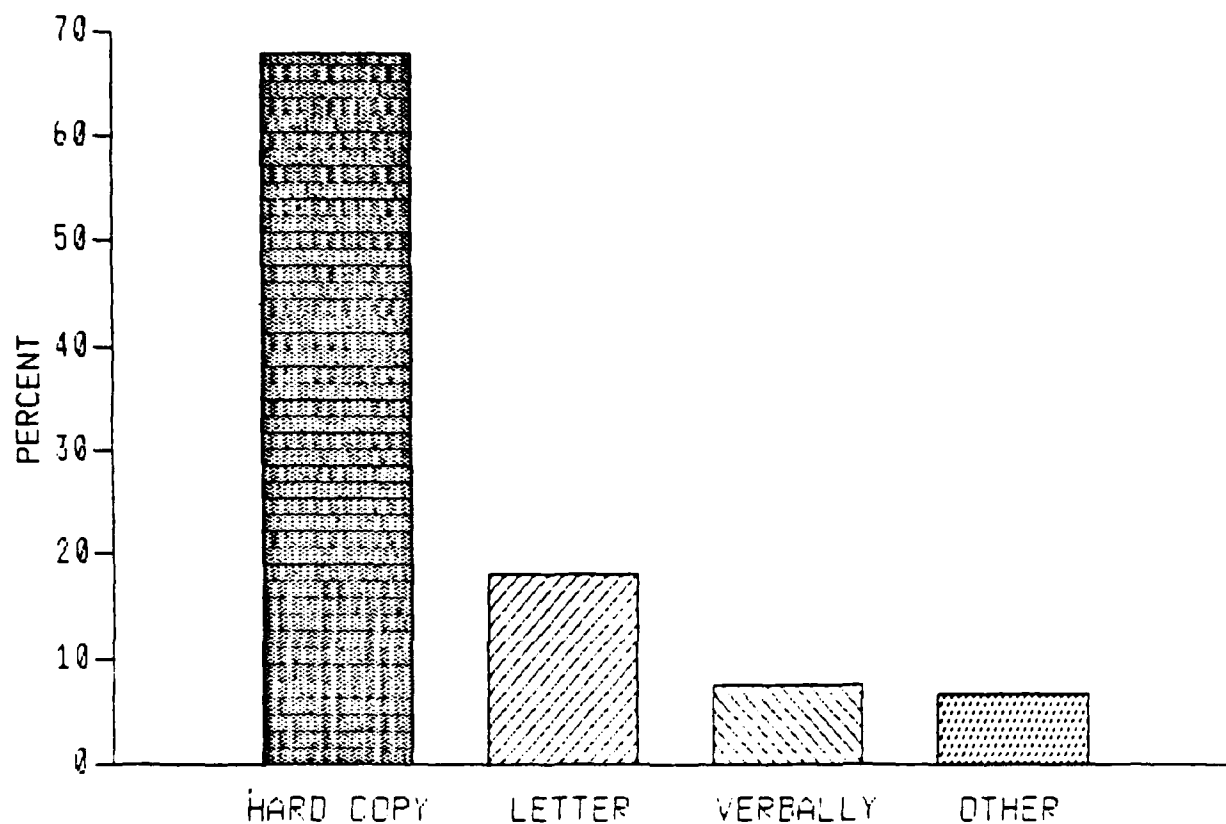
QUESTION 90: My Instructor Group received its current production mission (defined as the number of lieutenants to be commissioned during FY 86):

RESPONSE(%)	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. In hard copy, mission box format.	75.0	69.8	65.3	52.2	67.7
B. Mission letter format.	17.7	12.7	4.1	41.3	18.1
C. Verbally.	3.1	6.3	24.5	.0	7.5
D. Other.	4.2	11.1	6.1	6.5	6.7

ABILITY TO MEET MISSION
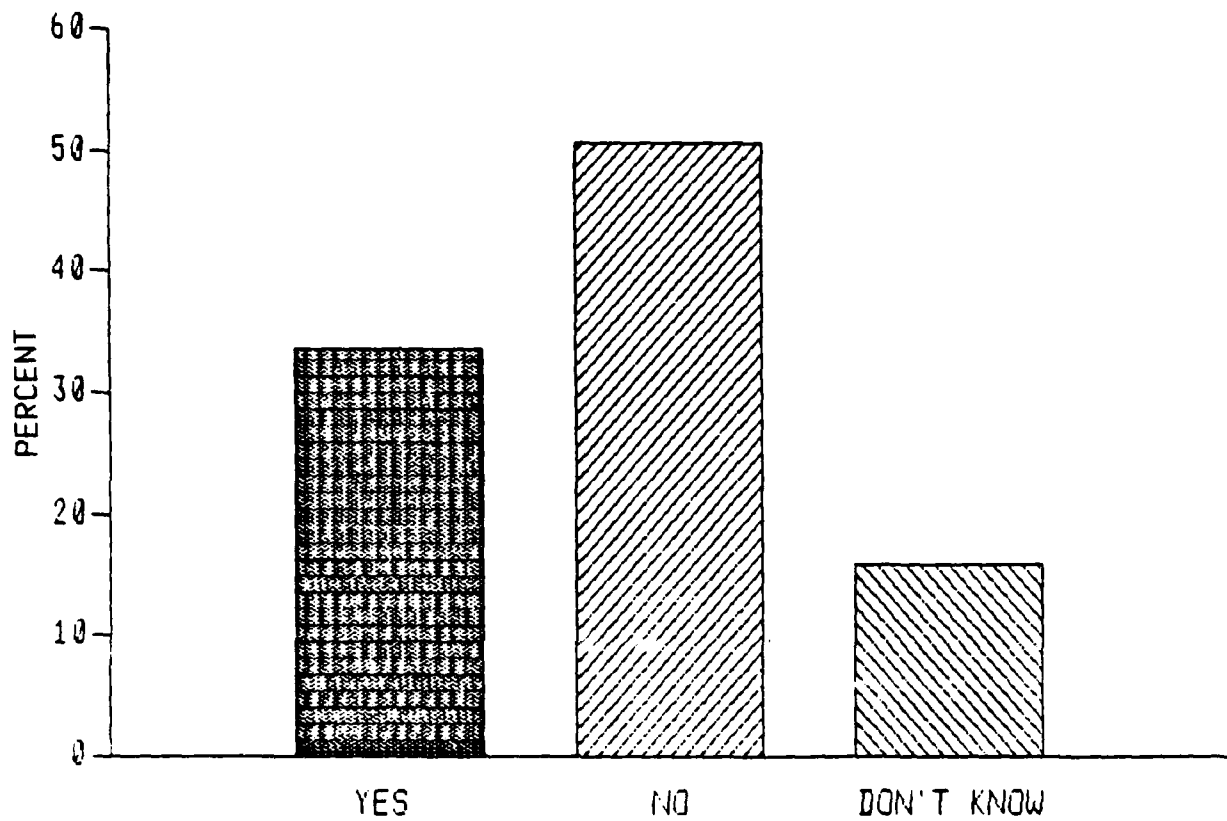
QUESTION 91: My current production mission in terms of both quality and quantity can be met:

RESPONSE(%)	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Yes	22.9	45.3	30.8	42.6	33.6
B. No	70.8	31.3	46.2	40.4	50.6
C. I Don't Know	6.3	23.4	23.1	17.0	15.8

HOST CONTRACT ADHERANCE
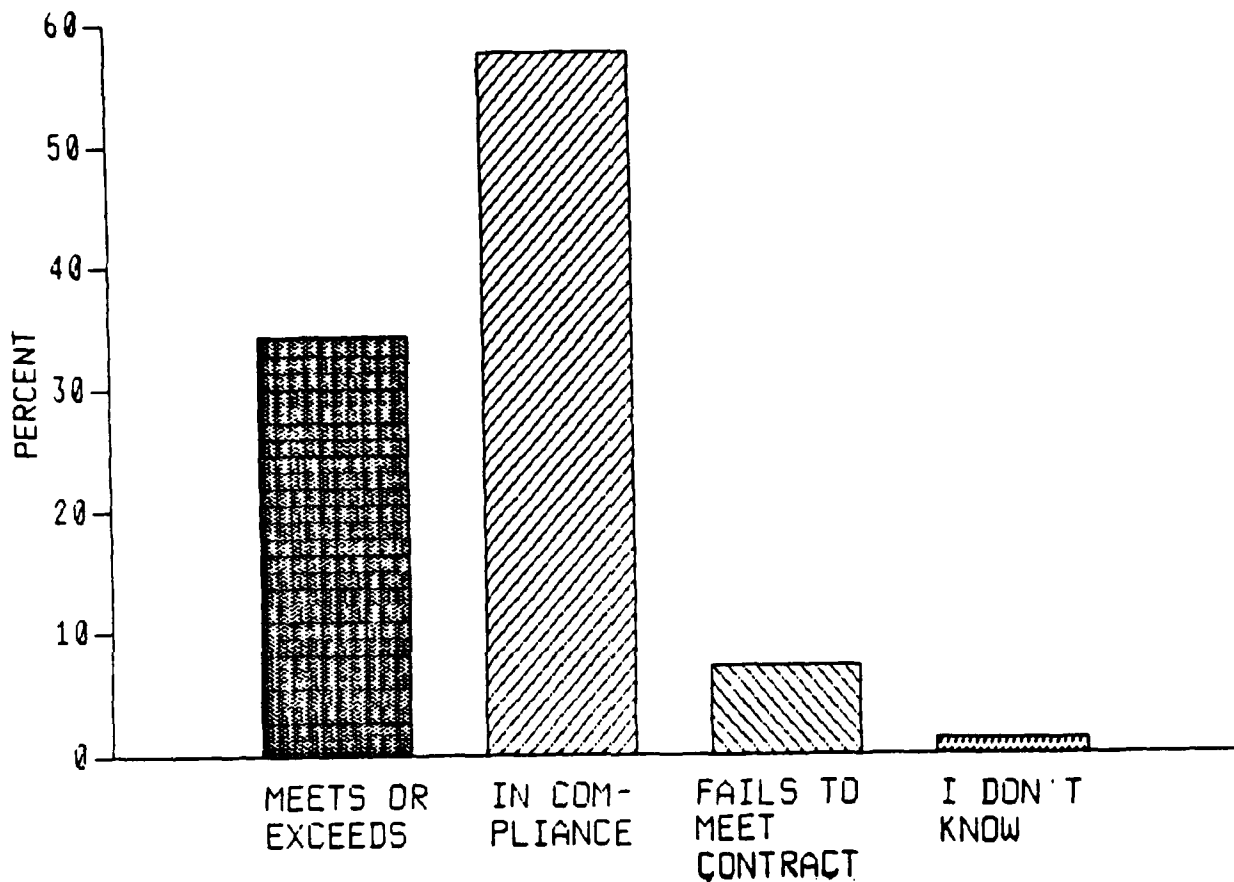
QUESTION 92: My host institution adheres to the provisions of the contract it has with the U.S. Army which established the ROTC program: (select the statement below which best describes your situation)

RESPONSE(%)	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Fully meets or exceeds all contract provisions.	32.3	38.5	36.4	29.8	34.2
B. Compliance with contract provisions is satisfactory.	56.3	56.9	54.5	63.8	57.4
C. Fails to meet most of the contract provisions.	11.5	4.6	5.5	4.3	7.2
D. I am not familiar with the contract provisions.	.0	.0	3.6	2.1	1.1

INSTITUTIONAL SUPPORT PROVIDED

Legend:
- A=PERSONNEL
- B=DOLLARS
- C=OFC EQUIP
- D=VEHICLES
- E=A & B
- F=A, B & C
- G=A, B, C & D
- H=OTHER
- I=NO SPT
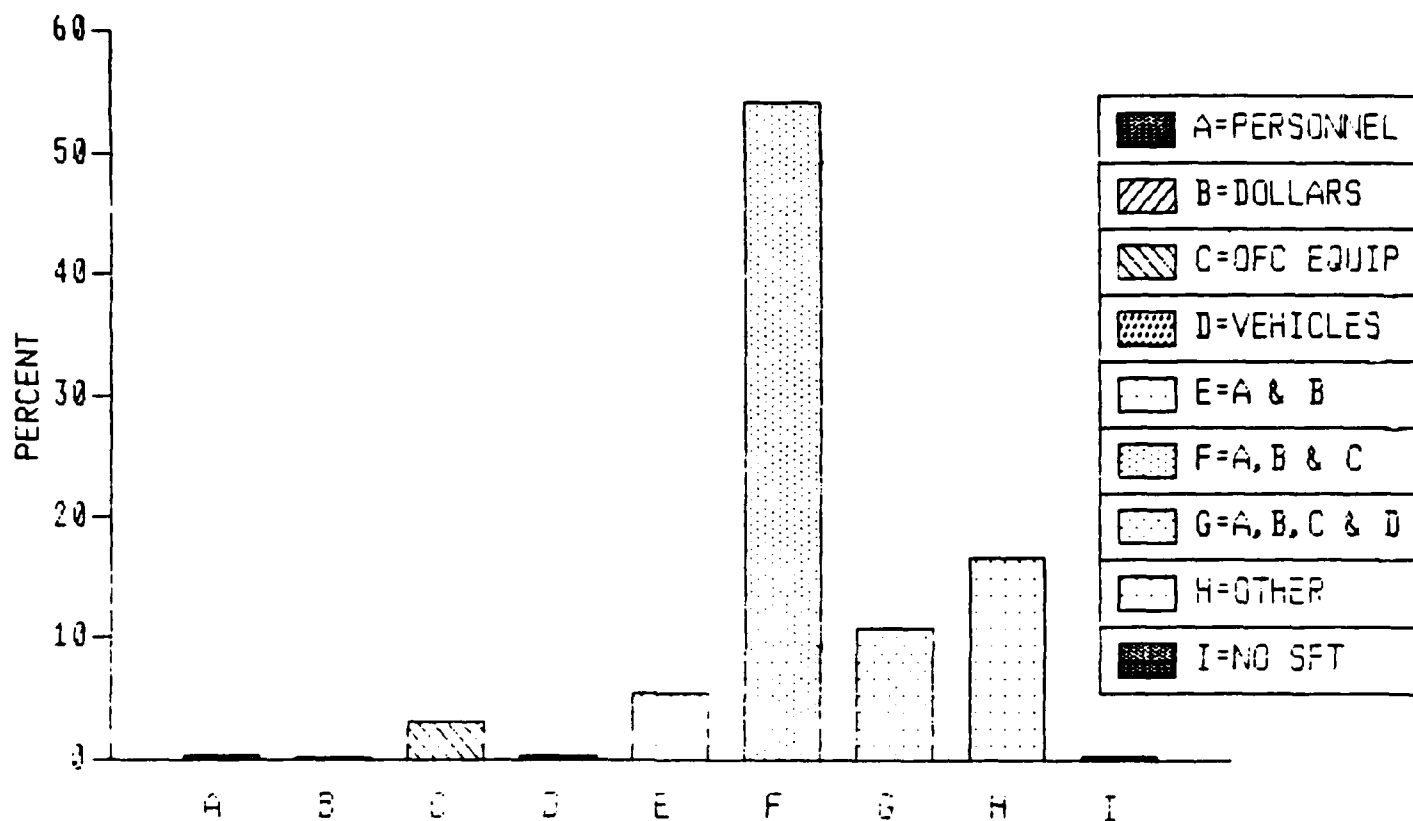
QUESTION 93: My ROTC Instructor Group receives the following institutional support (choose only one):					
RESPONSE(%)	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. Personnel.	.0	1.5	.0	.0	.4
B. Dollars.	13.7	4.6	9.3	6.4	9.2
C. Office Equipment.	1.1	4.6	5.6	2.1	3.1
D Vehicle(s).	1.1	.0	.0	.0	.4
E. A and B.	5.3	6.2	1.9	8.5	5.4
F. A, B and C.	51.6	55.4	61.1	48.9	54.0
G. A, B, C, and D.	11.6	12.3	11.1	6.4	10.7
H. Other Combination of responses "A" through "D" not already listed.	14.7	15.4	11.1	27.7	16.5
I. No Support at all.	1.1	.0	.0	.0	.4

A-93

HOST FINANCIAL AID TO
INSTRUCTOR GROUPS
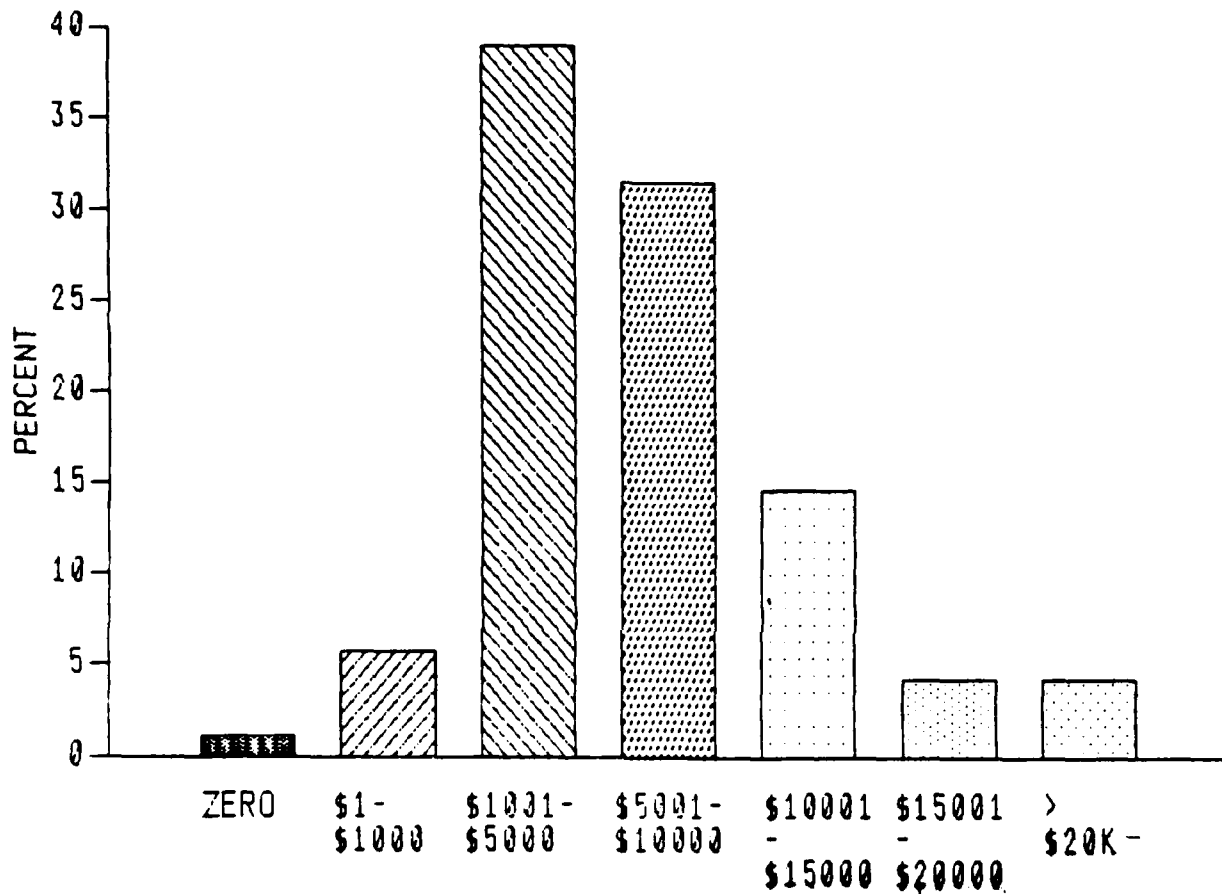
QUESTION 94: My ROTC Instructor Group is allocated financial support from the institution in the following amount (do not include salaries/wages of institutional hires or significant one time procurement items):

RESPONSE(%)		1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A.	Zero.	1.1	1.5	.0	2.1	1.1
B.	$1-$1,000.	3.2	4.6	9.1	8.5	5.7
C.	$1,001-$5,000.	38.9	29.2	38.2	53.2	38.9
D	$5,001-$10,000.	29.5	38.5	34.5	21.3	31.3
E.	$10,001-$15,000.	15.8	18.5	12.7	8.5	14.5
F.	$15,001-$20,000.	5.3	4.6	3.6	2.1	4.2
G.	More than $20,000.	6.3	3.1	1.8	4.3	4.2

ROTC SUPPORT TO LOCAL UNITS

Bar chart titled "ROTC SUPPORT TO LOCAL UNITS" with PERCENT on the vertical axis (0 to 50) and categories: USAR UNITS, ARNG UNITS, ACTIVE UNITS, USAR & ARNG UNITS, ACTIVE USAR & ARNG, NONE.
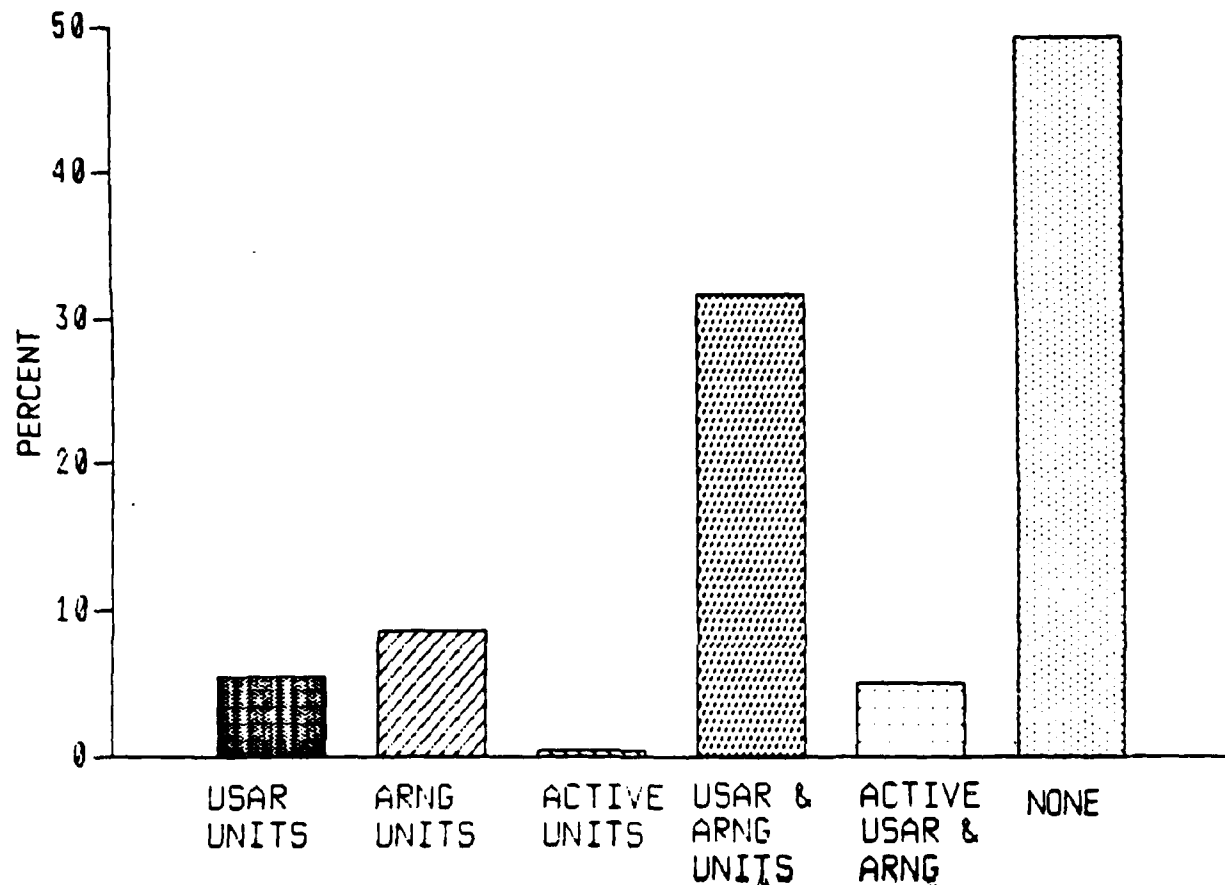
QUESTION 95: This Instructor Group's support installation is within the following distance:					
RESPONSE(%)	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. 0-50 miles.	31.6	10.9	14.8	12.8	19.6
B. 51-100 miles.	25.3	32.8	14.8	14.9	23.1
C. 101-150 miles.	18.9	15.6	11.1	14.9	15.8
D. 151-200 miles.	5.3	15.6	20.4	8.5	11.5
E. Over 200 miles.	18.9	25.0	38.9	48.9	30.0

IG'S DISTANCE TO
SUPPORT INSTALLATION

Bar chart: PERCENT (y-axis, 0 to 30) vs MILES (x-axis)
- 0-50: ~19.5
- 51-100: ~23
- 101-150: ~15.5
- 151-200: ~11
- > 200: ~30
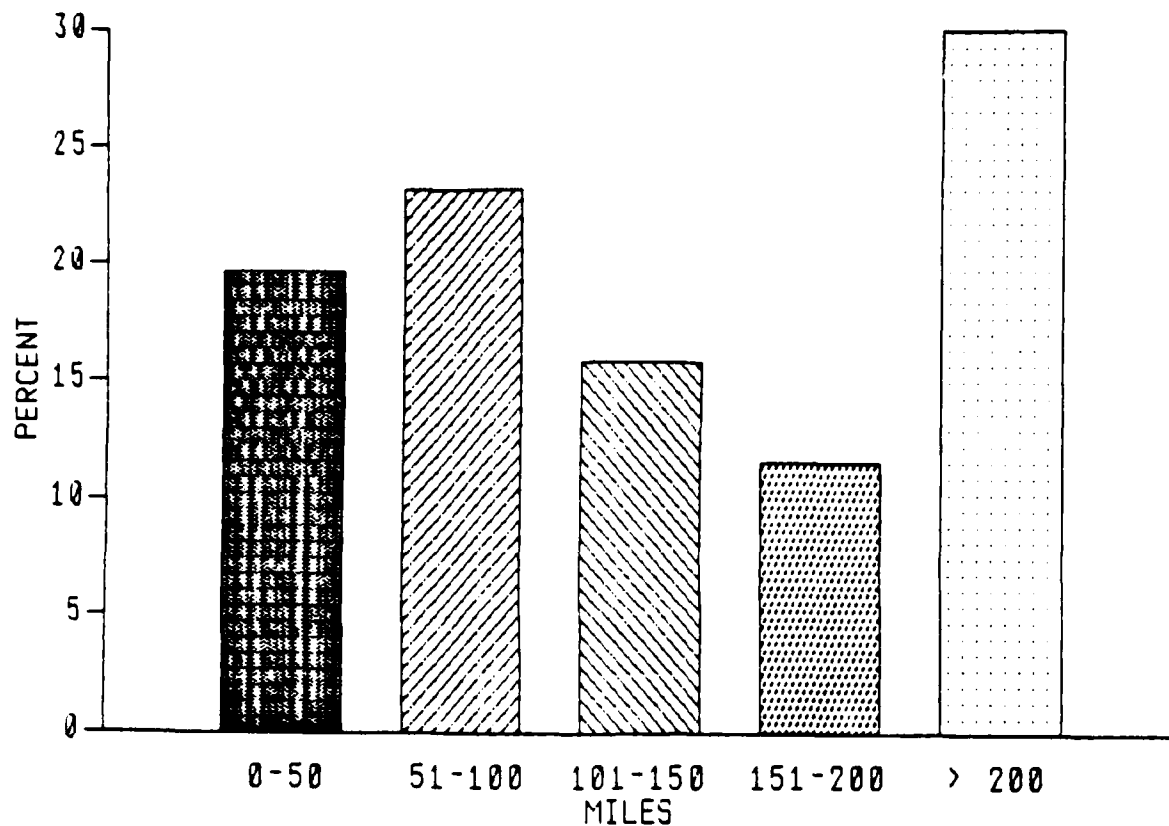
QUESTION 96: This Instructor Group provides training support such as instructors, aggressors, cadets, and training aides to local:

RESPONSE(%)	1ST RGN	2D RGN	3D RGN	4TH RGN	ALL
A. US Army Reserve units.	8.4	4.7	1.8	4.3	5.4
B. Army National Guard units.	5.3	15.6	7.3	6.5	8.5
C. Active component units.	.0	1.6	.0	.0	.4
D A and B.	26.3	31.3	30.9	43.5	31.5
E. A, B, and C.	5.3	6.3	3.6	4.3	5.0
F. None of the above.	54.7	40.6	56.4	41.3	49.2

ADP SUPPORT PROVIDED BY HOST
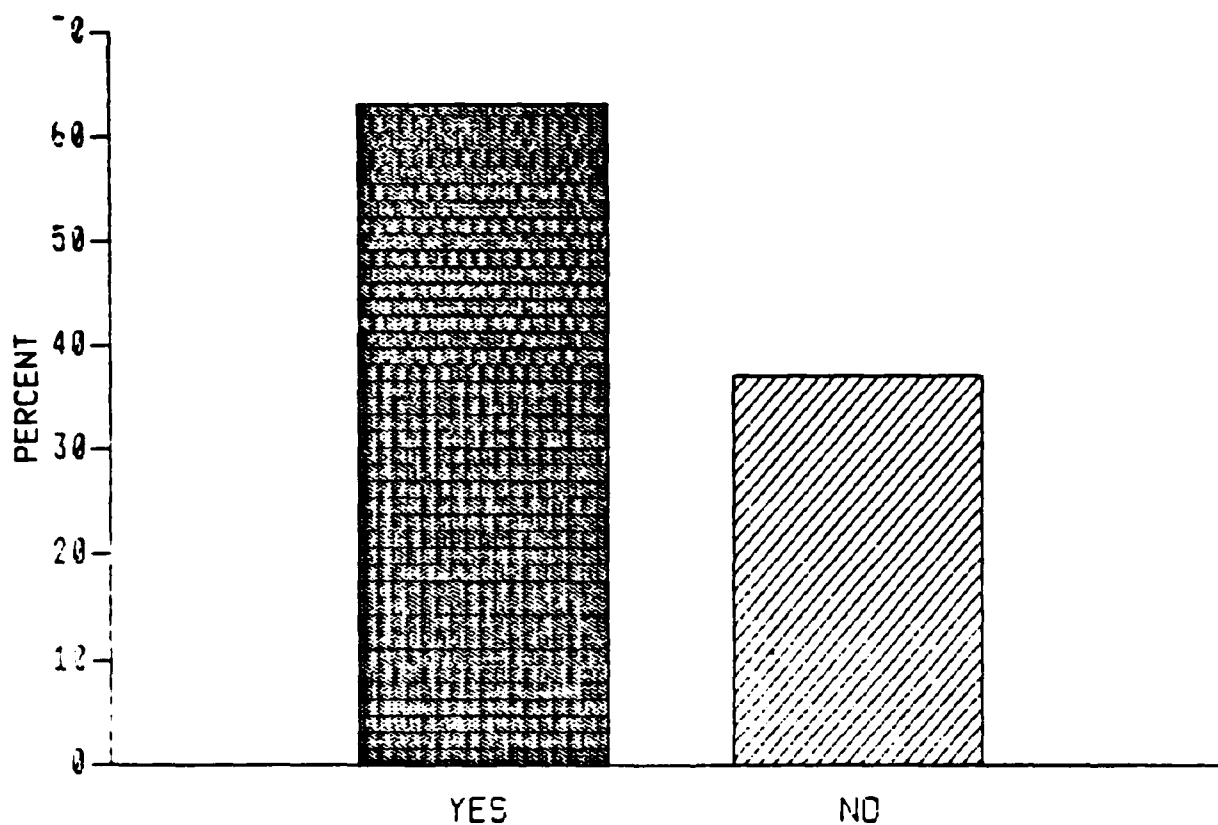
QUESTION 97: Does your Instructor Group receive ADP support from your host institution.

RESPONSE(%)	ALL
A. Yes	63.0
B. No	37.0

A-97

SECTION 3- ROTC CADRE QUESTIONNAIRE

UNITED STATES ARMY

THE CHIEF OF STAFF

To Assigned Personnel of ROTC Instructor Groups:

     The Army ROTC program produces the majority of our future leaders for the Total Army. Your professionalism and dedication in developing these future leaders are of utmost importance and a vital element of combat readiness. In recognition of this key mission, an Army study group has been chartered to review the ROTC system to determine the adjustments necessary to produce the required number of high quality leaders for the 1990's.

     The enclosed survey is being sent to all Army personnel assigned to ROTC Instructor Groups. It is important that we receive your candid perceptions of how well current procedures work and what changes are needed to make the ROTC Program more effective. To assure that your input is considered in the ROTC Study Group deliberations, please complete and return the enclosed survey within 72 hours. Your participation in this study will help shape the leadership development role of the ROTC Program for the Army of the 1990's and beyond.

     Keep up the good work.

Enclosure

JOHN A. WICKHAM, JR.
General, United States Army
Chief of Staff

GENERAL INSTRUCTIONS FOR SURVEY PARTICIPANTS

1. Use only a no. 2 pencil when completing the answer sheet.

2. Do not place your name or social security number (SSAN) anywhere on the answer sheet or booklet. This will assure that your responses remain truly anonymous.

3. Answer all questions as of 1 April 1985 even though you will be completing the questionnaire after that date.

4. Be sure the question number that you mark on the answer sheet is the same as the question number in the survey booklet.

5. YOU MAY MAKE ONLY ONE RESPONSE FOR EACH QUESTION. Blacken the circle on the answer sheet that has the same letter or number as the response which you have selected in the booklet. Do not make any other marks or write on the answer sheet.

6. Fill in the circle completely with a heavy mark, but do not go outside the circle. Look at these examples:

RIGHT WAY TO MARK ANSWER SHEET

WRONG WAY TO MARK ANSWER SHEET

7. If you make a mistake, erase the mark completely before you enter a new one.

8. You are not required to answer any question which you find objectionable.

9. IF THE POSSIBLE RESPONSES TO A QUESTION DO NOT FIT YOUR OPINION EXACTLY, PLEASE CHOOSE THE RESPONSE WHICH MOST NEARLY APPROXIMATES YOUR VIEW. IF YOU FEEL THAT MORE THAN ONE RESPONSE TO A QUESTION IS NECESSARY, INDICATE THE ONE BEST CHOICE ON THE ANSWER SHEET AND ANY OTHER RESPONSE(S) IN THE OPTIONAL COMMENT SECTION AT THE END OF THE SURVEY BOOKLET.

10. Space for additional handwritten comments has been provided for certain questions and on the last pages of the survey. Use the space!

INSTRUCTIONS FOR COMPLETING THE FRONT OF THE ANSWER SHEET

THE FRONT OF THE ANSWER SHEET CONTAINS LETTERED COLUMNS. PLEASE COMPLETE THE
LETTERED COLUMNS AS FOLLOWS:

COLUMN A: Blacken the circle corresponding to your pay grade.

COLUMN B: Blacken the circles corresponding to your Speciality/MOS. Officers
use only the first two columns.

COLUMN C: Blacken the circles corresponding to your race/sex as follows:

A) Male-White not of Hispanic origin   G) Male-Asian/Pacific Islander
B) Female-White not of Hispanic origin   H) Female-Asian/Pacific Islander
C) Male-Black not of Hispanic origin   I) Male-American Indian/Alaskan Native
D) Female-Black not of Hispanic origin   J) Female-American Indian/Alaskan Native
E) Male-Hispanic   K) Male-Other
F) Female-Hispanic   L) Female-Other

COLUMN D: Blacken the circle corresponding to the military science level you
instruct as follows: (If you instruct more than one MS level choose
only the level to which you devote the most time).

A) MS I   D) MS IV
B) MS II   E) I do not instruct
C) MS III

COLUMN E: Blacken the circles corresponding to the number of months you have
been assigned to ROTC duty.

COLUMN F: Blacken the circles corresponding to the state in which your host
institution is located as follows:

01	Alabama	19	Kentucky	37	Ohio
02	Alaska	20	Louisiana	38	Oklahoma
03	Arizona	21	Maine	39	Oregon
04	Arkansas	22	Maryland	40	Pennsylvania
05	California	23	Massachusetts	41	Puerto Rico
06	Colorado	24	Michigan	42	Rhode Island
07	Connecticut	25	Minnesota	43	South Carolina
08	Delaware	26	Mississippi	44	South Dakota
09	District of Columbia	27	Missouri	45	Tennessee
10	Florida	28	Montana	46	Texas
11	Georgia	29	Nebraska	47	Utah
12	Guam	30	Nevada	48	Vermont
13	Hawaii	31	New Hampshire	49	Virginia
14	Idaho	32	New Jersey	50	Washington
15	Illinois	33	New Mexico	51	West Virginia
16	Indiana	34	New York	52	Wisconsin
17	Iowa	35	North Carolina	53	Wyoming
18	Kansas	36	North Dakota		

COLUMN G: Blacken the circles indicating your total years of federal service. Round partial years upward to next higher year.

COLUMN H: Blacken the circles indicating your principal duty assignment in your Instructor Group as follows: (If your principal duty is MS I, II, or IV moderator, indicate your principal additional duty. If your principal duty is MS I II, III, or IV moderator and you have no principal additional duty indicate "instructor").

01	PMS	09	Sergeant Major/NCOIC
02	Director, Extentsion Center	10	Administrative NCO/Clerk (Mil)
03	Executive Officer	11	Supply NCO
04	Adjutant	12	Training NCO
05	Operations Officer	13	Drill Instructor
06	Supply/Property Book Officer	14	Personnel Clerk (DAC)
07	Enrollment/Marketing Officer	15	Secretary (DAC)
08	Instructor	16	Supply Clerk (DAC)

COLUMN I: Blacken the circle corresponding to your component as follows:

A) Active Duty   C) AGR-Army Reserve
B) AGR-National Guard

COLUMN J: Blacken the circle corresponding to the category institution in which you perform the majority of your duties as follows:

A) Host institution   B) Extension Center
C) Cross-enrolled institution

COLUMN K: Blacken the circle corresponding to the type of institution to which you are assigned as follows:

A) Military College   C) Historically Black College
B) Military Junior College   D) Other

COLUMN L: Blacken the circle corresponding to the source of your commission as follows:

00	I am not a commissioned officer	44	OCS-RC
11	USMA	55	NG State OCS
22	ROTC	66	Direct
33	OCS	77	Other

ADVERTISING

Questions 1 through 4 deal with the issue of advertising for ROTC.

1. The current National Advertising Theme for ROTC has a leadership, managerial, high tech thrust. How effective are these ads in attracting the type of young men and women Army ROTC is seeking.

    a. Very effective
    b. Somewhat effective
    c. Not effective at all.

2. There should be a stronger orientation on combat arms leadership in advertising for ROTC in the print and electronic media.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly Disagree

3. ROTC advertising can BEST be improved by:

    a. Providing the Instructor Groups with a larger advertising budget.
    b. Allocating specific monies to the Instructor Group for educator tours (Similar to the USAREC sponsored tours).
    c. Allocating specific monies to the Instructor Group for COI (Centers of Influence) events. (Similar to the USAREC Program).
    d. Increasing coverage in national magazines and TV.
    e. Providing more advertising materials for the Instructor Group (e.g. poster, give-aways, etc.)
    f. Other (specify)

4. Each Region has an advertising Regional Account Manager from NW Ayer, Incorporated, the Army's advertising agency. How helpful has this individual been to my Instructor Group in its advertising and marketing efforts.

    a. Very helpful
    b. Somewhat helpful
    c. Little or no help

MANAGEMENT AND AUTOMATION

> Questions 5 and 6 deal with management information systems (MIS) and automated data processing (ADP) issues within ROTC.

5.   The Army is preparing to field a new automated system to support ROTC called the Mission Management System (MMS). With regard to this system, I was:

    a.   Aware of MMS and was asked to provide input.

    b.   Aware of MMS but was not asked to provide input.

    c.   Unaware of MMS or any effort to provide automation support for ROTC.

6.   The employment of a standard language real time automated management system with the capability to communicate from the instructor level through the chain of command to DCSROTC, will provide a significant administrative workload reduction for cadre personnel.

    a.   Strongly agree

    b.   Agree

    c.   No opinion

    d.   Disagree

    e.   Strongly Disagree

RECRUITING

> Questions 7 through 11 deal with the issue of recruiting cadets for ROTC.

> An increasing number of the lieutenants commissioned from ROTC will serve only on Guard and Reserve Forces Duty (RFD) rather than on active duty.

7.   What would be the MOST effective way to "sell" Reserve Forces Duty to potential cadets?

    a.   Target more scholarships for RFD as is done for engineers, scientists and nurses.

    b.   Encourage greater participation in the Simultaneous Membership Program (SMP).

    c.   Involve local ARNG and USAR units in recruiting

    d.   Refocus our Instructor Group's strategy to put more positive emphasis on this duty.

    e.   Increase local and national advertising which focuses on the advantages of Reserve Forces Duty as an option.

    f.   Other (specify)

8. How significant is the Early Commissioning Program (ECP) in aiding the ROTC recruiting effort?

    a. Very significant
    b. Somewhat significant
    c. Not at all significant

9. From a recruiting standpoint, the best ROTC program(s) would be:

    a. Four years on campus with one summer camp.
    b. Two years on campus with one summer camp.
    c. Two years on campus with two summer camps.
    d. No on campus program with two summer camps.
    e. Current System (combination of A and C above).

10. If I could change the present waiver procedures, I would (select one):

    a. Give the PMS more descretionary authority.
    b. Clearly define the standard and permit no waivers.
    c. Vest total waiver approving authority with the Region Commander.
    d. Vest total waiver approving authority with the Area Commander.
    e. Vest total waiver approving authority at DCSROTC TRADOC level.
    f. No change to the current policy.

11. By the inability to guarantee engineering and hard science degree cadets a ultilization assignment in their respective skills upon entry on active duty or in the Reserve Components my recruiting and retention efforts are hindered.

    a. Strongly agree.
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly Disagree

NURSING

Questions 12 through 16 deal with nursing issues in ROTC.
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12. ROTC is an excellent method for accessing Army Nurse Corps(ANC) Officers.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

13. Which of the following would MOST enhance Nurse cadet recruiting?

    a. More ANC visibility on campus.
    b. Offer a choice of Active Duty or Reserve Forces Duty.
    c. Offer 5 year Scholarships for nurses.
    d. Offer more 2 and 3 year scholarships.
    e. Eliminate certain PME requirements.
    f. Other (specify)

14. Nurse Recruiting would be enhanced if more Nurse lieutenants were permitted to go on Reserve Forces Duty.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

15. Nurse cadets should have the option of selecting which summer camp to attend (e.g. Advanced Camp or Nurse Summer Training Program).

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

16. Nurse cadet management would be enhanced if nurses were commissioned "branch unassigned" until after passing their state board examinations

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

STRUCTURE

Questions 17 and 18 deal with the issue of how the ROTC force is organized.

17. The fielding of a real time automated mission management system, with the capability of direct transmission to DCSROTC, should result in the <u>role</u> of Region Headquarters being reduced.

    a. Strongly Agree
    b. Agree
    c. No Opinion
    d. Disagree
    e. Strongly Agree

18. A change from the terms "host", "extension" and "cross-enrolled" to a single generic term would provide the ROTC system with the:

    a. Flexibility to move assets in response to need.
    b. Ability to more easily "close" a non producing institution.
    c. Ability to promote the feeling of equal ROTC status to all academic institutions.
    d. All the above.
    e. Current terms should remain as they are.

MARKETING

Question 19 deals with the issue of marketing for ROTC.

19. Would expansion of the JROTC program to high schools with a high "go to college" rate help in the recruiting effort for Senior ROTC.

    a. Help a lot.
    b. Help somewhat.
    c. Little or no help

Questions 20 through 24 deal with how ROTC is perceived. This series of questions is used to gather opinions on cadre qualification, cadre expectations about being assigned to ROTC, and other time demands of cadre members.

20. I am performing one of the Total Army's most important functions by being assigned to ROTC duty.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagreee
    e. Strongly disagree

21. I consider an ROTC assignment to be career enhancing.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

22. How favorably is your ROTC Instructor Group perceived by the institution to which you are assigned?

    a. Very favorably
    b. Somewhat favorably
    c. Not favorably at all

23. An assignment to ROTC duty should afford the opportunity to further one's educational self-development.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

24. In addition to my ROTC duties, I am currently:

    a. Pursuing a first Master's Degree.
    b. Pursuing a second Master's Degree.
    c. Enrolled in CAS3/CGSC/War College correspondence course.
    d. Pursuing a PhD or professional degree.
    e. Engaged in a second job.
    f. Two or more of the above.
    g. None of the above.

SCHOLARSHIPS/INCENTIVES

Questions 25 through 27 deal with the issue of scholarships/incentives.

25. We currently have several scholarship options avilable. Which of the following options is the most helpful to you in your recruiting efforts?

    a. Four year scholarships.
    b. Three year scholarships.
    c. Two year scholarships.
    d. Does not apply, I am not familiar with scholarship programs.

26. There is a need to attract more non-scholarship cadets into the ROTC Program. Which one of the following incentives would best accomplish this purpose?

    a. Obtain congressional approval for the Army's proposal to increase the montly subsistance allowance for MS III and IV cadets to $200 and pay $100 per month substance allowance to MS I and II cadets.
    b. Decrease PME requirements for the program in view of increasing academic demands on the cadets.
    c. Provide uniforms for all MS I and II cadets.
    d. Restructure the POI for MS I and II to allow more action oriented adventure type training.
    e. Contracts for Basic Course cadets.
    f. Other (specify)

27. How difficult would it be to meet the production mission for science, engineering and nursing disciplines if a certain percentage of scholarships were not targeted toward these academic areas?

    a. Very difficult.
    b. Somewhat difficult.
    c. Not at all difficult.

MISSION

28. In order to meet its out year lieutenant production mission, an Instructor Group must be provided the mission in advance. The ideal number of years in advance should be:

    a. 1
    b. 2
    c. 3
    d. 4
    e. 5

29. Recently, there has been increased emphasis placed or expanding ROTC recruiting efforts into the high school market. Recruiting in this market will significantly assist my Instructor Group in making its commissioning mission:

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

30. In our Instructor Group, the primary focus of our production mission is on:

    a. Number of officers commissioned.
    b. MS III enrollment.
    c. Total enrollment.
    d. High School recruiting.
    f. Other (specify)

31. Which of the following receives the greatest emphasis in your Instructor Group?

    a. Recruiting.
    b. Training.
    c. Both a and b equally.

32. What do you feel should receive the greatest emphasis in an ROTC Instructor Group?

    a. Recruiting.
    b. Training.
    c. Both a and b equally.

Major variables in production success are:
- market potential
- cadre strength
- proficiency and motivation
- the quality parameters for commissioning lieutenants.

It has been said that as the Army increases the quality requirements for commissioning lieutenants, the quantity will go down.

33. How do you feel about this statement?

   a. Strongly agree
   b. Agree
   c. No opinion
   d. Disagree
   e. Strongly disagreee

(additional comments are invited. Please use space provided at the end of this questionnaire.)

34. The single greatest hinderance to my Instructor Group's ability to accomplish its mission of commissioning officers is:

   a. Inadequate resources - both dollars and manpower.
   b. The fact that virtually all increases in production will go to the Reserve components with the Active Duty opportunities remaining approximately the same or less than they are now.
   c. Constant changes in policy.
   d. Lack of authority at the Instructor Group level over scholarship applications, waivers and disenrollment decisions.

35. There is a quality control program in my detachment which ensures that we only commission quality cadets.

   a. Strongly agree
   b. Agree
   c. No opinion
   d. Disagree
   e. Strongly disagree

Questions 36 through 39 deal with the retention of cadets in the ROTC program.

Socialization and mentorship are two generally recognized aspects of officer development. Within ROTC they are touted as good ways to retain quality cadets.
- Socialization refers to involvement of the cadets in the traditions and customs of the Army.
- Mentorship refers to the guidance and coaching provided to the cadets by their cadre advisors.

36. Socialization should receive a higher priority in the overall training program.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

37. My current cadre responsibilities permit me to fulfill my role as a mentor to cadets.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

38. The enrollment of fewer Basic Course cadets would permit the cadre to give more individualized attention to those of highest quality and lead to a greater rate of retention into the Advanced Course.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

Approximately 35% of MS I cadets are carried over to MS II.
If more emphasis were placed on quality for enrollment in
MS I, MS I enrollment would probably be reduced from present
levels resulting in a lower MS I cadet to cadre ratio. This would
enable the cadre to devote more time and attention to individual
MS I cadets leading to higher cadet retention rates from MS I to II.

39. How do you feel about this statement?

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

STAFFING

Questions 40 through 50 deal with the issue of how the ROTC force is manned
and staffed.

40. Initially ROTC was established to produce Reserve officers only. In
subsequent years this mission has gradually expanded to include the produc-
tion of active Army officers (over 60% today) as well. In order to more
accurately reflect the current mission the name of ROTC should be changed.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree
(If you wish to suggest a new name, please write it in the comment section).

41. Should the currently used names within the organization structure of
ROTC be changed to be more closely aligned with terminology used in the TO&E
Army (e.g. Brigade and Battalion)?

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

42. In assigning officers to ROTC duty, MILPERCEN should nominate only those branch qualified officers who are:

    a. Not a risk of being a promotion passover.
    b. Not on a perceived terminal assignment.
    c. High potential for selection for CGSC and/or senior service schools.
    d. All of the above.
    e. Do not agree that above special qualification should apply.

43. In order to make ROTC a more career enhancing assignment:

    a. The importance of the ROTC mission must be emphasized at Headquarters Department of Army level.
    b. LOIs to selection/promotion boards should contain directions for special consideration for ROTC duty assignments.
    c. Assign an SSI (Area of Concentration Designator) or ASI (Skill Designator) for ROTC duty.
    d. Leadership positions should be OPMS Command designated.
    e. All of the above.
    f. a, b, and d

44. The officers assigned to ROTC Instructor Groups should be:

    a. PMS-combat arms; APMS-combat arms.
    b. PMS-combat arms; APMS - a mix of combat arms, combat support and combat service support.
    c. PMS-majority combat arms; APMS - majority combat arms.
    d. PMS - majority combat arms; APMS - mix combat, combat support and combat service support.
    e. PMS and APMS mix of combat arms, combat support and combat service support.

45. ROTC Area Commander positions should be filled by:

    a. All active component officers.
    b. 75% active component officers and 25% Active Guard and Reserve officers (AGR)
    c. 50% active component and 50% Active Guard and Reserve officers (AGR).

46. ROTC Professors of Military Science (PMS) positions should be filled by:

    a. Active component officers only.
    b. 75% active component officer 25% AGR officers.
    c. 50% active component officers 50% AGR officers.

47. The optimal tour length for ROTC cadre members should be:

    a. 2 years
    b. 3 years
    c. 4 years
    d. More than 4 years

48. Senior NCOs assigned as ROTC cadre would be best utilized as:

    a. Instructors
    b. Counsellors
    c. Recruiters
    d. Administrators and logisticians
    e. All of the above.
    f. a and b.
    g. a, b, c.
    h. other combination not listed.

49. The ROTC cadre can more effectively accomplish their mission and fit into the community at a given institution if the following factors are considered when nominating and selecting personnel: - <u>civilian education level, race, ethnic/cultural background, religious affiliation and economic means.</u>

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

50. The ability of my Instructor Group to perform its support functions (administrative and supply) can best be improved by:

    a. Increasing the number of Department of the Army Civilians (DAC).
    b. Increasing the number of institutional hires.
    c. Increasing the number of enlisted administrative/logistics personnel.
    d. Replacing enlisted administrative/logistics cadre with DAC's.
    e. Replacing DAC's with additional enlisted cadre.
    f. None of the above.

RESOURCES

> Questions 51 through 62 deal with the issue of resources available for ROTC to accomplish its mission.

51. Reserve Component support for ROTC training can be accomplished most effectively through the following:

    a. Coordination only at the level of the PMS and the Reserve Component unit commander (including USAR and ARNG).

    b. A support agreement (MOU) between TRADOC and FORSCOM/ARNG which formally tasks Reserve Component unit commanders (including USAR and ARNG) to support specified ROTC detachments.

52. The quality of the support that the detachment receives from the host university administration can best be described as follows:

    a. Excellent
    b. Good
    c. Fair
    d. Poor
    e. Very Poor

53. Lack of medical liability coverage has an adverse effect on planning and executing a quality training program.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

54. The major resource constraint in this Instructor Group is:

    a. Personnel
    b. Dollars
    c. Vehicles
    d. Other equipment
    e. Training areas/ranges

55. I would rate the support provided by our designated support installation to the Instructor Group as:

    a. Excellent Support.
    b. Adequate Support
    c. Little or no support.

56. The majority of my duty time is spent:

    a. Recruiting.
    b. Preparing and conducting classroom instruction.
    c. Cadet counselling.
    d. Administrative duties.
    e. Planning and conducting field training.

57. How much support does your ROTC Instructor Group receive from local Guard and/or Reserve units.

    a. A lot of Support
    b. Some Support
    c. Little or no Support

58. Mutual support agreements between ROTC Instructor Groups and National Guard and Reserve units should be based on:

    a. Regulation(s).
    b. Local initiative.
    c. Memorandum of understanding.
    d. Mutual support not required.

59. Vehicles for administrative use should be provided by:

    a. Support installation TMP
    b. GSA contract
    c. Local Guard and Reserve units.

60. The uniforms that are issued to cadets should be the same as those uniforms that are current items of issue to the active components:

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

61. Uniforms should be issued to the following cadets:

    a. All cadets.
    b. MS II through IV.
    c. MS III and IV.

62. Cadet physicals should be performed by:

    a. Local contract physicians.
    b. Active component (any service) medical facilities.
    c. MEPs.
    d. Local Guard or Reserve Medical units.
    e. More than one combination of responses "A" through "D".

JROTC

Questions 63 and 64 deal with the issue of JROTC.

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63. JROTC should be primarily oriented on:

    a. Promoting Patriotism.
    b. Producing high quality students for the SROTC Program.
    c. Educating students in leadership, self-reliance, good citizenship, and respect for constituted authority.

64. A stronger relationship between the JROTC and SROTC Programs would be beneficial to both programs:

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

Questions 65 through 87 deal with the issue of training.

Diagnostic testing – a program was recently undertaken by the DCSROTC to give diagnostic tests to each cadet on entry into ROTC and again just prior to commissioning.

65. ROTC cadre should administer diagnostic tests (e.g. The Nelson-Denny Reading Test, etc) regardless of host university testing program.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

66. ROTC cadre should be involved in counselling on remedial training needs.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

67. ROTC should run remedial training programs for cadets found deficient in basic academic skills.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

STANDARDS

The standards that cadets must meet regarding height/weight, physical condition, and academic performances such as GPA and OSB.

68. The Officer Selection Battery (OSB) is a good indicator of officer potential.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

69. The Grade Point Average (GPA) is used as an academic standard for commissioning. The minimum GPA (on a 4.0 system) should be in the following range:

    a. Less than 2.0.
    b. 2.0 (current system).
    c. 2.1-2.4.
    d. 2.5-2.8.
    e. Greater than 2.8.

70. Passing the APRT should be a requirement for which one of the following:

    a. Enrollment of all cadets into the program.
    b. Entry into contract status (scholarship and advanced course).
    c. Only to qualify for advanced camp.
    d. Only at the time of commissioning.
    e. Active duty only, not ROTC cadets.
    f. Qualify for Advanced Camp and commissioning.

ASSESSMENT

Other studies such as RETO and PDOS have called for more emphasis on measuring a cadet's officer potential from many aspects. Within ROTC there are several academic programs on-going in this area.

71. The Leadership Assessment Program (LAP):

    a. Is a good program as it is currently applied to selected cadets.
    b. Should be increased in scope and administered to all cadets.
    c. Should be decreased in scope and administered to all cadets.
    d. Should be discontinued.

72. The current cadet leadership assessment system consists of the following:

    a. Quality Assurance Program (QAP).
    b. Leadership Assessment Program (LAP).
    c. Precommissioning Assessment System (PAS).
    d. Achievement Testing Program (ATP).
    e. All the above.
    f. A, C, and D only.
    g. A, C, only.
    h. I Don't Know.

CAMPS

Basic Camp is conducted for people who wish to enter the Advanced Course without attending the first two years of ROTC training on campus. Advanced Camp is required of all cadets prior to commissioning.

73. Basic Camp graduates perform better in Advanced <u>Course</u> than Basic Course Graduates.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

74. Basic Camp graduates perform better in Advanced <u>Camp</u> than Basic Course Graduates.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

75. The primary emphasis of Advanced Camp should be:

    a. Training.
    b. Evaluation.

76. The current emphasis on evaluation at Advanced Camp (and the subsequent establishment of OML's) foster an attitude of "must succeed" as opposed to the philosophy of "freedom to fail."

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

SPECIAL TRAINING

> This refers to training such as Ranger, Airborne, Air Assualt, Northern Warfare, Flight Training and Orientation, and Cadet Troop Leader Training, and other non-MQS training conducted.

77. CTLT should be mandatory for all cadets.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

78. The primary benefit of Special Training programs such as Airborne, Northern Warfare, Air Assault is:

    a. Recruiting.
    b. Retention.
    c. Training.
    d. Other (indicate your answer in the comment section).

79. Non-MQS I training (Instructor Group led, on/off campus) is a necessary component in developing a quality lieutenant.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

MQS

MQS-I (Military Qualification Standards I) covers those military skills and educational courses required during the pre-commissioning phase. Army policy calls for MQS-I to be applied to the 3 major commissioning programs (ROTC, USMA, OCS).

80. Current MQS-I certification procedures are rigorous enough to ensure that all new commissionees are qualified in MQS-I skills.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

81. Have sufficient Training Support Packages (TSP) been made available to the detachment for implementation of MQS-I?

    a. Yes
    b. No

82. The Professional Military Education component of MQS-I is viewed by the host institution as:

    a. An unnecessary infringement on student time.
    b. Tolerated but not supported.
    c. A valuable addition to the student's curriculum.

83. Current lateral entry programs (Basic Camp, credit for prior service and JROTC, etc) assure full coverage of MQS-I skill training.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

84. MQS-I skills can be adequately trained in a two year ROTC program.

    a. Strongly agree
    b. Agree
    c. No opinion
    d. Disagree
    e. Strongly disagree

LENGTH/SCOPE

Purpose is to gather opinions on the best ROTC program, from the training point of view. The responses, drawn from an earlier RETO recommendation, are used to obtain an updated assessment of the issue of length and scope of the overall ROTC program.

85. The best ROTC program from a _training_ standpoint would be:

    a. Four years on campus with one summer camp.
    b. Two years on campus with one summer camp.
    c. Two years on campus with two summer camps.
    d. No on campus with two summer camps.

86. How much does individualized instruction required to accommodate nursing, engineering, and science students' schedules interfere with other instructional/Instructor Group responsibilities.

    a. A lot of interference.
    b. Some interference.
    c. Little or no interference.

ROTC cadre should attend a training course prior to assignment. The following have been suggested for inclusion in the POI:

I   MOI
II   Recruiting, advertising and marketing
III Leadership assessment and counselling
IV   Automation
V   Budgeting/resource management
VI   Guard and Reserve interface

87. Based on the above list, which combination describes the best program for cadre training?

    a.   I, II, and III.
    b.   I, II, and VI.
    c.   I, III, and IV.
    d.   II, IV, and V.
    e.   I and VI.
    f.   I through VI.